

Citizens, moral men and persons. Paul Flather looks at 100 years of TOYNBEE Hall, the university settlement in London's East End. Given the welfare state and an Open University, what will be its role now? (page 12)

Electric dreams: with Japanese technologists working towards a new "knowledge information processing system", Jon Turney and Peter David follow the scramble to build FIFTH GENERATION COMPUTERS and Britain's response to the far eastern challenge (page 13)



Who will feed the brave new world? T. H. Hollingsworth reexamines the work of ROBERT MALTHUS, author of *Essay on the Principle of Population*, who died 150 years ago (page 10).

One of the most important constitutional changes since the 1979 service government. Nevil Johnson reviews John F. Newson's study of the CABINET OFFICE, its founder Sir Maurice Hankey and the vexed issue of cabinet security and secrecy (page 17)

Glaciers, gravity, pollution, deserts, geology, oil and continental drift. Six pages of ENVIRONMENTAL SCIENCE books (pages 22-27)

Home news	1-8
Letters to the editor	2
Don's Diary (Kate Westoby, Cardiff)	4
Party Line (Keith Hampson)	6
Union View (Nattha)	8
Overseas news	9-10
Articles	11-16
Column (Harold Silver)	16
Books	17-27
Noticeboard	28
Classified advertising	29-35

NEXT WEEK

Political participation in Britain.
Presences: E. V. Rieu by Betty Radice
British empire in the middle east
Sociology books

© TIMES NEWSPAPERS LIMITED, 1984
Published by Times Newspapers Ltd, P.O. Box 7, 200 Gray's Inn Road, London WC1X 8EZ, England.
Typesetting by Computer Graphics Ltd, 37-41 Colindale Avenue, London NW9 1ST.
Printed by W. & A. G. Atkinson, Northampton.
NINTH FRIDAY, October 12, 1984. Registered at the Post Office, 1984. 1040-322.



HIGHER EDUCATION SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Telephone 01-253 3000

What's in a name?

"It would be a great help so I would have to support it - but it would also be a great shame so I would deeply regret it at the same time." This is how one polytechnic director reacted recently to the suggestion that the polytechnics should be allowed to call themselves universities. It neatly sums up the ambivalence, schizophrenia even, that this suggestion has always provoked. In one sense calling polytechnics universities would mark their final coming of age; in another sense it would signal a setback for the hopes of building a more relevant and more populist higher education, hopes which have resided in the polytechnics for almost 20 years.

Which of these competing interpretations would actually turn out to be more accurate would depend very much on the character and quality of the debate that preceded any name change. Perhaps it is now time for that debate. The quite unjustified award of a charter to the University of Buckingham last year led many people to ask why the polytechnics' aspirations for a more appropriate status should be permanently repressed, even if autonomous chartered status was not seen as the logical or desirable goal. People in the National Advisory Body have toyed gingerly and privately with the idea as the sense of inevitable and endemic competition with the University Grants Committee has increased.

The Inner London Education Authority's enthusiasm for a merger between the City and the rise of the City local authorities, which until recently would have been regarded as the natural enemies of any name change, might not be the best example to follow. The growing strains between the more developed polytechnics and the Council for National Academic Awards are another phenomenon that strengthens the case for some rethink of the status of the polytechnics, which might well include a change of name.

Now Middlesex Polytechnic has gone public. Its governors have formally proposed that its name should be changed to "Middlesex Polytechnic University". But whatever the individual merits of Middlesex's claim, this is not a question that can be resolved in a piecemeal fashion. For such a proceeding would simply provoke an undignified scramble of name changes that would do little to enhance the collective status of the polytechnics.

A national approach is required. Not only should all polytechnics (and Humber-side) be treated equitably if the name change principle is approved, but most of the Scottish central institutions would have a strong claim to any enhanced nomenclature. In any case institutional names are part of their instruments and articles of government, over which the

Department of Education and Science and maintaining local authorities have ultimate influence. So where better than the forthcoming Green Paper to launch a proper debate on the advantages and disadvantages of a name change?

The case for a name change has four main elements. First, it would recognize the increased status that the polytechnics (and some colleges) have already accumulated. Institutions like Hatfield and Sheffield City polytechnics deserve to be called universities because by any reasonable international standard they already are. Second, it would remove confusion. It is not reasonable to expect the subtleties of the British binary policy to be understood overseas, but even at home polytechnics may be at a disadvantage in competition for students or research council grants simply because they are not called universities and their senior staff are not (generally) professors.

Third, the title of university might help polytechnics to develop a more equal relationship with their maintaining local authorities and external validators like the CNA, even if the framework of control remained essentially unchanged. A local authority university might be able to negotiate more successfully with its town hall. Fourth, the British idea of a university has always been far too restricted. The university is defined in terms of its academic autonomy (ie possession of a charter) and its funding pattern (ie university). It is a much too tightly drawn net. The British idea of a university is a hierarchical system of higher education and an especially constricting one. The solution - to flood the market with new, and new kinds of university (like today's polytechnics)?

The case against a name change is diversity of higher education precisely at the time when should be increased, and that however strong polytechnics there would be an inevitable regression back to a university "mean". This would be particularly unfortunate at a time when the undignified scramble of name changes itself shows signs of the progressive regression as the more progressive abandoned. Another objection is that even if the formal relationship between maintaining local authorities and external validators remained unchanged, a perhaps irresistible momentum would be established which would weaken both local involvement in higher education and external scrutiny of standards in the long run. Neither is a desirable outcome.

Some would say that such fears are

exaggerated. They would argue that the present denial of the title "university" labels polytechnics as second best, and that this second-best label far from being an incentive to diversify represents a heavy pressure to conform in the hope that the label will be removed. Remove the label and the pressure to conform will be removed. According to this view allowing polytechnics to be called universities might actually increase their freedom to experiment.

A similar argument can be put forward about the polytechnics' relations with local authorities and the CNA. Maybe they resent their dependence on the latter not so much because of the detailed controls which it entails but because it is part of a package of administrative servitude and repression status, of which the most conspicuous symbol is the denial of the title "university". If the title were allowed the status tensions would be significantly relieved; this in turn might allow a more realistic balance sheet of the virtues and vices of local authority control and CNAA validation to be drawn up.

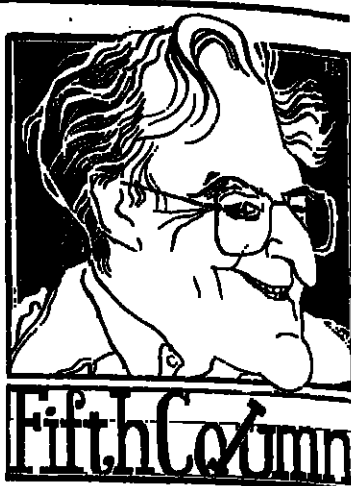
The first of these arguments is a little hopeful. Oxford and Cambridge with no status worries are free to experiment. But do they use this freedom? The second argument is cynical and the third is optimistic. I suggest that polytechnics would be content with the trappings of university status while being denied its traditional substance. The cases for and against a name change are finely balanced. Being things, or the worst thing, that ever happened to polytechnics. It is because the arguments are so finely balanced that we need a serious debate. To some extent this may be a false dilemma. On the other side of the binary line may be a preconscious vanity, while supporters of a change may suggest that it is nothing more than innocent and overdue. It is neither. The messages that such a name change might send down into the polytechnic and college sector would be highly influential.

The issue is one of self-confidence. If a change of name would increase the self-confidence of the polytechnics and colleges and encourage them to maintain and develop the distinctive contribution they already make to higher education, no one could oppose it. If on the other hand at the root of the self-confidence is a lack of confidence, if such change could be interpreted as a sign of retreat, a closing down of an unsuccessful adventure, then it should never be allowed. To realize what is at stake the advice offered to the Secretary of State by the UGC and NAB. Whatever the merits of the former, without the latter British higher education would be denied half and maybe the better half of its future.

We need bishops who will surprise and shake us and tell us some truths and that is what, despite the indirect remarks about Ian MacGregor, he did. People who heard his inaugural sermon tell me that it was a wonderfully balanced statement.

While writing that paragraph, I have just received a copy of the sermon. It insists that there can be victory for no one - for miners or coal board or us as society. There must be a climbing down from fixed positions and there must be mutual compromise. Only then can there be hope.

History may ultimately show that the miners' strike has been a turning point in the social and industrial life of the country. At the very least, it has confirmed our disbelief in the honesty of public statements. In his more serious moments the bishop may reflect on the comment of Thomas a Kempis in *The Imitation of Christ* that "Man considers the actions, but God weighs the intentions".



If God had really taken a violent dislike to the Bishop of Durham he would now have devastated the whole of Durham Cathedral as well as the south transept of York Minster. The man must be incorrigible, with opinions on all sorts of important matters rather than the minutiae of religious belief. So he is causing offence, which is, it seems, the last thing a bishop should do.

The country is littered with harmless and mildly eccentric bishops, especially, if George Orwell is to be believed, in the south of England, where you could hardly throw a brick without hitting the niece of a bishop. I myself have never thrown bricks at anyone's niece, episcopal or not, but I do drop them from time to time. Now that the Bishop of Durham has taken over brick-dropping on a national scale I can only hope that he keeps on dropping them for the rest of his reign.

I should perhaps explain that until his elevation David Jenkins was (more or less) my next door neighbour. He was the professor of theology in the University of Leeds, a position of some national obscurity and thus little known outside the university and the Church.

He often preached in our local parish church, St Chad's Headingley, and by the time Lord Catterthorpe whose thinking was the architecture of cathedrals led to the formation of the Society for the Protection of Ancient Buildings, Jenkins didn't tinker with the buildings, he was always a provocative corner of axioms that disturbed people. But at that stage he wasn't a bishop so nobody took any notice.

Relatively speaking at any rate, I had hilarious luncheon with him and the vicar of St Chad's after his farewell sermon. It was hilarious in the sense, well known in the Church of England, that serious truths are often better communicated through wit than through solemnity. I pray that he doesn't change.

Someone once said to a friend who had been elevated: "You understand that now that you are bishop no one will ever tell you the truth again." And I suspect that if welcome platitudes are what a bishop always hears they are what he eventually learns to pronounce.

Not, I believe, David Jenkins. For Dr Jenkins can be wonderfully indiscreet - a habit which I cultivate myself, to the distress of the polytechnic - and I hope he stays that way.

Partick Nuttgens

The Times Higher Education Supplement

October 19, 1984 No 624 Price 60p

Universities pay for MRC reprieve

by Jon Turney, Science Correspondent

This year's cuts in the budgets of Medical Research Council units will be partly made good in 1985/86, but university grants and training will have to pay the price.

Plans agreed at this month's council meeting mean a 25 per cent cut for the large programme grants to universities next year, together with a 7.5 per cent cut for project grants and a 30 per cent reduction in research and advanced course studentships.

These changes, detailed in a letter from Sir James Gowans, the council secretary, to vice chancellors this week, will still only allow the council to restore £1.2m from the £2.2m pruned for recurrent laboratory spending and capital budgets in the 40-odd MRC establishments and research units earlier this year.

The reduction to units will be selective and many directors will face a second year of shortages in supplies and delays on new equipment.

The pressure on the MRC's funds, already strong in 1984 because of wage rises, rising international payments and pension commitments, increases next year with the first instalment of a levy on its and the Science and Engineering Research Council's budgets to help other councils with restructuring costs.

This adjustment proposed by the Advisory Board for the Research Councils, which Sir James Gowans

describes as "a tax on the efficient", will cost the MRC 0.75 per cent of its £120m budget in 1985/86, rising to 1.5 per cent the year after.

This means that even partial restoration of the cuts in units imposed this year will leave the council with £3m to find elsewhere next year and £5.2m in 1986/87. This can only come from university spending and building programmes.

The new plans will spread the reductions in spending more evenly between units and university work. Sir James said: "Last year was frankly a crisis year, simply to try and balance income and expenditure." The council now has to develop a longer-term strategy to deal with a reduced budget.

Sir James has had meetings with both Sir Keith Joseph, Secretary of State for Education, and the Prime Minister to ask for more funds, but the council is planning on the budget forecast last year by the ABRC. It has to plan now for the financial year starting in April because grant awards start in the autumn. The plan makes it clear the whole community served by the council will suffer. "Medical research in the UK is in danger of being severely damaged," Sir James said.

In his letter to vice chancellors, he says many good grant applications will go unfunded next year. The rate of funding for the best grants had already fallen to around 50 per cent in the final 1984 round this July,

and the value of the grants approved was cut by 30 per cent on average.

Unit directors argue strongly that they cannot manage a second year with their budgets for supplies and equipment reduced to the current levels - on average 21 per cent below the 1983/84 funding. Most will be unhappy even with the prospect of moving halfway back to the old level.

Dr Bronwen Loder, director of administration at the Laboratory of Molecular Biology in Cambridge, home of this week's Nobel prize-winner Dr Cesar Milstein, said the fall in the pound was hitting prices of essential supplies, many of which can only be bought from the United States. "The autumn's price rises are a minimum of 10 per cent," she said. She emphasized that most units had coped this year by making one-off economies they could not repeat.

In the longer term the council will need to be more selective on both unit and university support and a new strategy group is working out how to review both areas of work. "It would be very silly not to give the very best of our units everything they need," Sir James said. But to free the money to do this would mean developing procedures which satisfied university researchers and unit employees that they were being treated fairly. "We've got to make sure that high competitive standards apply even-handedly," he said.

Personal file, page 6

Auditor calls for ILEA cost-cutting

by Karen Gold

London's district auditor says the Inner London Education Authority can make substantial savings in its further and higher education colleges through economies and efficiency.

The claims come in a confidential report to the authority, and are the result of an audit inspection of eight of the authority's 26 colleges. The report will not be shown to elected members as a ILEA spokesman said, but the district auditor's introductory letter to the report went to the ILEA further and higher education subcommittee this week.

It points to a series of areas affecting the colleges inspected and implicating all the others, where savings can be made. They include areas where:

- the ratio of students to teaching staff is lower than a comparable national median, or lower than that found for other colleges in ILEA;
- teaching times exceed the average;
- allowed reductions in teachers' teaching time "exceed those widely to be found in other local education authorities";
- timetabling and inclusion of staff in breaks in teaching hours mean use of staff is inefficient.

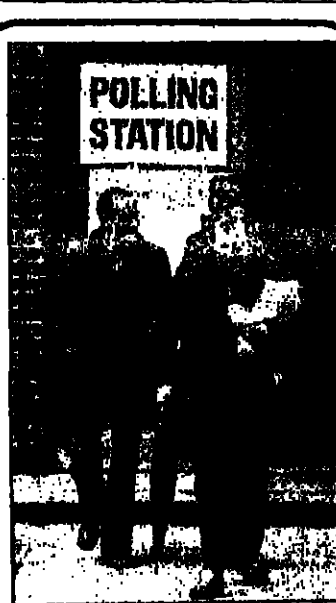
The report also calls for reviews of all non-teaching staff provision throughout the authority.

The auditor's letter emphasizes that savings are possible in these areas, even after taking into account ILEA's special tier city costs, and its quality on special courses for the disadvantaged.

The letter said: "It remains important in my view to bear in mind that the students involved in even a modest percentage movement in efficiency or economy can in the case of ILEA be substantial indeed. In my detailed report, I have drawn attention to a number of areas where such opportunities now exist."

The auditor's visit to the colleges and report are the first in ILEA higher education and follow the lines of the Audit Commission's national study of education costs. The report comes as the authority is fighting a Government target for 1985/86 spending involving a 27.5m cut in its budget.

Authority officers proposed to conduct a regular academic, financial and management audit of all ILEA colleges as a "check on their academic and financial performance". An independent audit of the authority's higher education units was being discussed with the colleges involved.



Patterns of political representation, 14

PNL students face contempt proceedings

One or more Polytechnic of North London students face contempt of court proceedings, following a High Court decision that the polytechnic must say if it can identify students who protested against National Front member Mr Patrick Harrington.

The polytechnic complied with the order immediately after the High Court hearing before Mr Justice Nolan this week.

A polytechnic spokesman refused to say whether the answer to the question whether PNL could identify the students or not had been "yes" or "no". But Mr Harrington's solicitor Ms Tessa Semple said that she understood the polytechnic could identify one person involved in the protest which blocked Mr Harrington's entry to his philosophy lecture last Friday. "Some contempt proceedings will be taken against the people identified, whether one or many," she said.

Earlier this week a polytechnic spokeswoman said that after the students had left the building where Mr Harrington was supposed to have his lecture, the polytechnic director Mr

David MacDowall had asked some for their names, and various others were identified by members of staff who knew them.

Mr Harrington had asked the court for an order that the tipstaff and photographer could accompany him to the polytechnic in future and that as many as possible of the protesters last Friday should be identified.

But the judge did not grant the order for the tipstaff, saying he would have to consult the Metropolitan Police solicitor on the legality of doing so. Ms Semple said that if there was trouble at Mr Harrington's return to the polytechnic this Friday, then the court would be asked to consider this again.

The 14 senior lecturers, who last month were told they did not have to identify students involved in previous protests because of the time that had elapsed since then, were not involved in this hearing.

All Mr Harrington's lectures are scheduled for Friday. This week they have been moved to the polytechnic's central Holloway site, where access is more restricted than at Kentish Town.



Getting stuck into learning

Off the wall: this studious figure adorns the learning resources centre at Plymouth Polytechnic. It was created by Ron Mansfield, a student on the arts in social contexts course at Dartington College of Arts. Students on the course are devising ornaments for the poly campus.

New flagship, page 11

Colleges to get lion's share of extra £40m

by John O'Leary

The colleges and institutes of higher education will be the chief beneficiaries of the £40m increase in next year's advanced further education pool. Overall polytechnic budgets will barely keep pace with inflation.

A working group of the National Advisory Body was meeting yesterday to make recommendations on the way in which the £40m should be divided. But none of the technical changes under consideration would alter substantially the balance between colleges and polytechnics.

If no changes are made to last year's

formula, the larger colleges will receive an increase of 8.4 per cent while polytechnic budgets rise by only 5.4 per cent. The smaller colleges will get 6 per cent.

The gap will widen marginally if proposals to raise funding levels for initial teacher training courses are accepted. The changes, which would reduce the weightings for engineering, science and technology and business subjects, would take £286,000 from the polytechnics, increasing the larger colleges' share by a further 0.1 per cent. However, only Wolverhampton, Teesside, Leicester and North Staffordshire polytechnics would lose significant amounts.

The movement between institutions reflects student numbers already on courses. The NAB has already decided to make no major changes this year in the way it allocates funds, although recommendations for yesterday's meeting will be crucial for some institutions.

Six colleges and one federation were put forward for reclassification as "major" institutions, putting them into a more favourable funding category. They were Charlotte Mason, North

Riding, Harrow, Mid Kent, Croydon and Hertfordshire colleges, and the new federation of London art colleges. Others, including Rolle College, Exmouth, may be added when further technical work had been completed.

There was also a proposal to step up the pressure on those polytechnics and colleges with high unit costs by reducing the level of "mitigation" applied to the results of the funding formula. Last year any change on the budget for 1982/83 was halved, in order to reduce the suddenness of cuts, but it was proposed that only a third of the change should be discounted in 1985/86.

Holy ways with Mammon

Cambridge University dons have learned that nothing is sacred for the Treasury. An annual payment dating back to 1594 - so that prayers for Henry VII, another 28.18 for the preacher of his mother Lady Margaret to give six sermons, £11.26 for a regius professor in divinity, and £24.90 each for regius professors in physics and law, Prayers for Henry are now incorporated in a benefactors' service each November.

The Treasury has cancelled payments totalling £97.42 a year to cover prayers and three regius profes-

sorships, all dating from the sixteenth century, and replaced them with a lump sum of £970.

The payments included 28.18 for prayers for Henry VII, another 28.18 for the preacher of his mother Lady Margaret to give six sermons, £11.26 for a regius professor in divinity, and £24.90 each for regius professors in physics and law. Prayers for Henry are now incorporated in a benefactors' service each November.

Ball to serve second term

Mr Christopher Ball has accepted a second term as chairman of the board of the National Advisory Body. Sir Keith Joseph, Secretary of State for Education and Science, this week announced his reappointment for a further three years.

There will be no change in Mr Ball's role. He will continue to divide his time between the NAB and the wardenship of Keble College, Oxford. He said this week: "I was delighted to

accept the opportunity to continue with work that I have enjoyed and consider important."

Mr Ball's reappointment will take effect on February when the newly-named National Advisory Body for Public Sector Higher Education comes into existence. The remaining members of the 29-strong board will be named later, when Sir Keith has received nominations from the various groups to be represented.

Letters to the editor

Size does not equal excellence, Sir Peter

Sir, - In your report of Sir Peter Swinerton-Dyer's recent speech concerning the need to concentrate scientific research (*THE*, October 5), he is quoted as citing the concentration of Fellows of the Royal Society at Cambridge, Oxford and London as evidence for the uneven distribution of excellence in British universities. Further information on this distribu-

tion is presented in the following table, which shows the numbers of elections to the Royal Society in a range of universities during the 15 years to 1983, in relation to the sizes of their science staffs.

While the data support Sir Peter's general contention regarding the pre-eminence of Cambridge and Oxford, it is clear from the right-hand column

that in other universities one's chances of being elected to the fellowship do not depend upon the size of the institution in which one works. It is frequently argued that more effective use of research funds could be achieved if they were concentrated in larger departments and institutions. However, it is clear that there is no validity in the view that the size of an institution *per se* confers an advantage in research. No university can claim excellence in all departments and there are no grounds for ranking institutions as such. If there has to be selectivity in the allocation of research funds, it should be based on the record and achievements of the individual research workers or research groups.

Moreover, it is not possible to decide in advance which institutions or departments are to be centres of excellence, since the potential of a research group rises and declines, depending on many factors. High quality research depends upon the ideas and qualities of individuals and excellence, like gold, is where you find it.

Yours faithfully,
P. F. WAREING,
Emeritus Professor,
University College of Wales, Aberystwyth.

Sir, - No one doubts that Fellows of the Royal Society are persons of considerable merit. However, to suggest, as does Sir Peter Swinerton-Dyer, that their distribution in universities is a measure of first class research is arguable. The stature of the letters FRS is carefully guarded; so carefully that, only those candidates well known to existing fellows are likely to gain this accolade. The distribution is, in consequence, self-perpetuating. This is not so much wrong as inevitable since mistaken choices would damage the reputation of the Royal Society.

A further difficulty is that existing fellows naturally applaud most those created in their own image. If the purpose of Sir Peter Swinerton-Dyer's assessment is to place limited research funds where they are most likely, eventually, to benefit national interest and mankind then a distribution based mainly on the pursuit of intellectual excellence is not appropriate. Perception of industrial requirements and enthusiasm for technological development must be given greater weighting.

Yours faithfully,
FRANK TVE,
Dean of Engineering, Science and Mathematics,
Middlesex Polytechnic.

Elections to the Fellowship of the Royal Society in British Universities, 1969-1983

Science and Technology staff	Number of elections to RS	Ratio a:b
(a)	(b)	
Birmingham	619	77
Bristol	501	60
Cambridge	587	18
Edinburgh	528	10
Glasgow	552	4
Leeds	645	5
Liverpool	478	5
London	3318	80
Manchester	545	109
Newcastle	528	6
Oxford	891	34
Sheffield	520	5
Southampton	587	5
Sussex	317	9
Wales	191	7
(i) Aberystwyth	207	27
(ii) Bangor	207	4

Based on USA Statistics, 1982-3
(Clinical, Medical and Veterinary staff not included)

RE teachers

Sir, - Your article headed "Call for increase in primary postgraduate intake" (*THE*, October 5) noted that a paper prepared for ACSET had drawn attention to the surplus of teachers of religious education but that the evidence was surprising. Whether it is surprising or not surprising depends upon where one stands. The document from the Religious Education Council, *Religious Education Provision 1984* pointed to the dramatic shortage of qualified teachers of religious education in an uncompromising and detailed analysis of the situation. In the light of this evidence, the paper for ACSET would appear to provide surprising conclusions about the provision of RE teachers.

It is not surprising, however, if one looks back to the evidence from the last survey of secondary school provision in 1977 where it was apparent that well over half those teaching RE had no qualifications at all in the subject. The initial returns from the survey in 1984 suggest no appreciable change in that situation. It appears still to be the case that there are hidden shortages of RE specialists because so much of the actual teaching in secondary schools is being carried out by teachers who have no formal training in the subject.

You might have continued that the report to ACSET does encourage the committee to give special consideration to religious education. This is probably in acknowledgment of the overwhelming weight of evidence produced in recent years drawing attention to the inadequate provision of appropriately trained teachers of religious education.

Yours faithfully,
ALAN S. BROWN
RE (Schools) Officer,
Board of Education,
General Synod of the
Church of England,
London, SW1.

Policy review

Sir, - May I set right certain inaccuracies in John Cuddy's review of my book *The Making of Economic Policy* (*THE*, October 5)?

"Exchange rates are ignored" - In fact, they are discussed as "medium-term responses to crisis" in both chapters four and five (see for example pages 110-115).
"Most readers would be surprised by the choice of interest rates as an instrument for recent years" - they would indeed, but I discuss the replacement of interest rates by the money supply as (intended) instrument quite explicitly on page 127 and following pages.
"The author confusingly states that the instruments of government policy are set equal to zero in crisis periods"

- this is precisely the opposite of what I say on page 166 and elsewhere.
"The author argues that governments have performed better than some critics have suggested" - nowhere in the book do I attempt any assessment of how governments have "performed". I am concerned there, for better or worse, purely with positive analysis of their behaviour and not at all with normative assessment of it.
"No author can expect a reviewer to be as sympathetic with his own basic approach. But he can surely expect any reviewer, let alone a professor of economics in an English university, to represent accurately what he has written."

Yours sincerely,
PAUL MOSLEY,
Reader in economics,
University of Bath.

Body politic

Sir, - Dr James Chater's letter (*THE*, October 5) on Jeremy Bentham contains a considerable number of errors. a) Bentham was never a professor, never a teacher at University College London. Indeed, there is little evidence to suggest that he was directly involved in the creation of UCL.

b) The "Auto-Icon" is not "wholed out" for faculty meetings or other meetings. It is occasionally present at major celebrations, but is too fragile to be moved except on rare occasions. Nevertheless, it is usually on display in the south cloisters of UCL.

c) Bentham did not bequeath his remains to his "old college". His remains were dissected by Southwood Smith and, on his retirement in 1850, were given to UCL.

d) Bentham was neither mummified nor embalmed. The Auto-Icon consists of his skeleton in his own clothes and a wax head. Southwood Smith did attempt to mummify Bentham's head, according to Bentham's instructions, but the attempt was not successful and the wax head was then commissioned. Rather than seeing Jeremy Bentham as a model for early retirement, Dr Chater should consider instead the work of the Bentham Project which is preserving and presenting Bentham's ideas in a line scholarly edition. He will find none of the gloom and despondency prevalent in much of contemporary academic life. May I suggest that he take out a subscription to the *Collected Works*. The twelfth volume (*Correspondence*, Volume 6) will be published next month. Or perhaps he might wish to subscribe to *The Bentham Newsletter*. Or even to contribute to the recently launched Bentham Appeal Fund to ensure the completion of the new edition.

Yours faithfully,
DR F. ROSEN,
The Bentham Committee,
University College London.



Sir, - Avery Hill College has the distinction of being the first residential training college for teachers to be set up by the London County Council. It is one of the oldest publicly-maintained colleges in the country and one of the best known. Consequently, we are now planning a history of the college and welcome any assistance your readers may be able to give us whether in documentary or anecdotal form. We

would, of course, undertake to return any material lent to us. Readers who can assist us in any way are asked to contact Dr. David Shorney, Avery Hill College, London SE20 2PQ.

Yours faithfully,
MICHAEL LOVITT
Principal,
Avery Hill College,
Eltham,
London.

Malthus' sums

Sir, - In his article on Malthus (*THE*, October 12), T. H. Hollingsworth argues that Malthus' "arithmetical progression" for food supplies is practical "horse-sense", whereas the "geometrical progression" for population growth is an abstract tendency. As a result the model is inconsistent. Hollingsworth is repeating the charge levelled at Malthus by Nassau Senior. Whatly etc, in the 1820s and 1830s, which was rejected by Malthus, and rightly so.

Malthus believed that population growth was at the geometrical rate in "new countries" like the United States, because "room" and food increased in a similar way. In old countries, population growth could be at the (maximally) geometric rate only when "room" and food supply allowed. In poorer countries this would most often occur in the wake of

an epidemic or famine. In richer "old countries" like England it would occur in the early upswing phase of the trade cycle when food harvests etc per capita.

Following the upswing the dynamics of the full Malthusian model would take over and the system spiral back towards "equilibrium" at the subsistence minimum, but (unless the "prudential check" operated perfectly) without passing through an intervening phase of "misery and vice". Malthus' model is perfectly consistent and logical if you grant it its premises. Hollingsworth is, however, perfectly correct that the "arithmetical progression" represents horse-sense - it does not as many others contend represent the operation of the law of diminishing returns in a formal sense.

Yours faithfully,
DR N. VON TUNZELMANN
Science Policy Research Unit,
University of Sussex.

Malawi

Sir, - with reference to Dr Sparrow's letter on "African Pay" (*THE*, August 10). We who are also employed by the University of Malawi on similar terms to Dr Sparrow, without external supplementation, feel that this gloomy picture of life of an expatriate at this university is misleading. Although the salaries are not high, we do not find them anything like as

inadequate as Dr Sparrow would suggest and find the other advantages and interests of working here outweigh any financial disadvantages.

Yours faithfully,
DR D. R. GOODARD,
PROFESSOR G. K. BERRIE,
DR R. D. WALLER,
DR J. B. GOODARD,
F. J. CALLAGHER,
University of Malawi.

Overseas student fees

Sir, - Your leading article of October 12 on overseas students' fees shows how far universities have failed to communicate the financial facts behind the present situation. You say that "vice chancellors complained longest and loudest at the imposition of fees" - but omit to mention that they also about the removal by the Government of the financial allocation necessary to subsidize such students. We would be more than happy if overseas students were charged the home student fee provided the Government returned to the universities the considerable sums it has removed over the past few years.

The situation now is that, if universities charge overseas fees below the average cost of providing for students, then they will in fact be reducing the resources available for home students. Moreover, because it is still the Government's policy that overseas students should not be subsidised from public funds, such fees would be an open invitation to the Government once again to reduce recurrent grant by the amount of the "subsidy". The overseas fee has to be the average cost because it is nonsense to say, of any students taking the same course, that this one is "marginal" while that one is not. And the present recommended overseas fees are certainly no higher than the average cost per student.

Yours truly,
DAVID INGRAM,
Vice Chancellor,
University of Kent at Canterbury.

Education issue

Sir, - Without wishing to take issue in any overall way with Colin Lacey's review of my *Education in Society: The Promethean Fire* (*THE*, September 28), may I ask him one straight forward question? He says that I have "misread" Marx in claiming: "Marx said nothing of consequence about education, when his work is compared with the far more considerable studies of other theorists." Book reviewers are always telling me this, but none will correct me. Would Professor Lacey please point out, therefore, what Marx actually did say about education - and where, in his work, this is to be found?

I cannot resist two other points. First, I can see no "contradiction" in claiming on the one hand that sex (or gender) is not a relevant difference factor for the determination of educational opportunities, and on the other that a better "education of mothers" would, of all the improvements in education possible at the moment, be the one most likely to maximize the educational opportunities, progress, and fulfilment of all children (from whatever social class) - this latter point being by no means a matter of personal idiosyncrasy, but one strongly emerging from all relevant postwar research.

Second, a contribution is surely not "now of date" because people no longer know about it, or consider it? To take one of my "quaint" examples which Professor Lacey cites: the last section (some 160 pages or so) of Lester Ward's *Dynamic Sociology* was the substance of an entire treatise written about the central significance of knowledge and education for social evolution in general and in particular (and coming increasingly important - as society and knowledge alike increased in specialization and complexity) for the deliberate improvement of modern society. Those too much preoccupied with (one could say embroiled in) the strictly contemporary literature of sociology, might well have lost sight of contributions much more directly relevant to our present conditions. This, at any rate, is surely a possibility worth considering? Which is why I selected the "quaint" contributions I did.

Yours truly,
RONALD FLETCHER,
Cranmere, Repton,
Southwold, Suffolk.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Students warned against agency

by Olga Wojtas
Scottish Correspondent

Students have been warned this week to be on their guard when using a new international housing agency, Home-locators, to try to beat the annual start-of-term rush to find accommodation.

The agency, with links in Canada, Australia and Switzerland, apparently first appeared in Britain in Leicester a year ago. But students' associations report that during the summer vacation it surfaced in about 10 other centres, including Glasgow, Bradford, Sheffield, Leeds, Birmingham, Southampton, Bournemouth and Derby.

Home-locators charges a £23 fee to advertise clients' names to landlords. It is illegal for accommodation agencies to charge a fee until accommodation has been accepted. Home-locators, however, denies it is an accommodation agency, claiming to be an advertising agency or a "rental consultant".

The National Union of Students has been told of several cases where students were given addresses by Home-locators - only to find the accommodation already leased. Alan Smart, president of NUS Scotland, said: "They're not actually illegal, but we warn people to be wary of them." However, Mr Bruce Wilson, president of Strathclyde University's student association, said that the university's law department was investigating the agency's legal position. Two local authorities are also said to be considering legal action.

Mr Paul Walentowicz, NUS housing

officer, warned students to think twice before they hand over money to any agency not guaranteeing to return the cash if no accommodation is found. He said: "Obviously the firm is relying on people's ignorance and those mostly likely to suffer are first-years and overseas students."

When Home-locators first went to Glasgow, it had offered free advertising for 100 postgraduates in exchange for a letter of recommendation from the union. But an executive meeting decided to have no further dealings with the agency.

Glasgow University's student newspaper reported that it contacted a number of estate agents in the city, none of whom had ever received the Home-locators list of prospective tenants.

It added: "Several, however, had been contacted by the company inquiring if they had any properties to rent. Rather than advertising clients' names to landlords, Home-locators seemed more interested in acquiring details of properties on the market."

Mr David Green, president of Bradford University's students' representative council, said Home-locators had acquired a copy of the university's accommodation list, and included the addresses in its own list. Students could therefore be charged £23 for information available free in the university. He said: "I consider it totally immoral. Fortunately, we've actually managed to stop most students going to them."

NUS officers are continuing to monitor the activities of Home-locators.

BEd music courses face closure in shift to PGCE

Index of Education music courses may be closed from 1986 onwards and the subject confined to postgraduate teacher training, according to a paper presented to the Government's advisory body on teacher training this week.

The paper was presented to the Advisory Committee on the Supply and Education of Teachers' teacher training subcommittee. It is based on advice from Her Majesty's Inspectorate and forms part of deliberations on the balance of training rather than the allocation of numbers between the BEd and the Postgraduate Certificate of Education.

It also shows that the study of drama and religious education might move towards the PGCE away from the BEd, but that undergraduate level study in maths and craft design and technology might be expanded.

The case for ending BEd study in music, which forms 13 per cent of provision in the subject at three public sector institutions, stems from their training problems last year. In addition students whose first commitment is to music knowledge and performance tend to take their studies to degree or equivalent level before deciding whether they will train as teachers.

Three public sector institutions offer drama in the BEd and the paper suggests that falling rolls could reduce the demand for it as a single specialism and it would be better studied in conjunction with English. As there is no BEd in English, it sees this as a case for greater emphasis on the PGCE. In religious education, it believes there might be a case for a greater concentration towards the postgraduate level.

Efficiency inquiries begin

The first inquiries into the efficiency of the universities, started by Sir Alex Jarrett, chairman of Reed International, began this week and others will follow later this month.

Four of the six centres invited to take part in the efficiency studies - Essex, Exeter, University College, London, Essex and Sheffield - have now commissioned management consultants to study their choices were approved by the Jarrett steering committee. Nottingham and Loughborough will present their choice of consultant to the committee on Monday for approval.

ate certificate which already has 70 per cent of the intake, because the BEd filled less than half the available places. The other problem it foresees is that postgraduate students come from a variety of academic backgrounds.

"The proposed expansion of the BEd in maths is mainly due to the shortage of teachers. But the Inspectorate also pointed out that the BEd has recruited well and said it did not believe the postgraduate certificate would be able to secure a consistent 20 per cent of the maths first degree output.

As far as craft and design and technology is concerned half the current allocations are to the BEd, and the paper says there is an argument for shifting provision towards it because postgraduate courses are still in an embryonic stage and depend heavily on the appropriate first degree being developed.

As far as science is concerned, the paper says there is doubt about the subject strength of the BEd students by comparison with their contemporaries who choose to study for a first degree before entering teacher training. But it also points out that PGCE students pose a problem because they are likely to have specialized in only one science subject.

The paper suggests that the current balance of training for home economics, business studies and physical education should continue. Current allocations to business studies are divided almost equally between the two routes, in physical education more than 60 per cent of the allocations are in the BEd and in home economics the figure is 70 per cent.

TUC enters tenure debate

The TUC has urged the Government to abandon proposals to end tenure for university lecturers.

Mr Norman Willis, TUC general secretary, says in a letter to Sir Keith Joseph, Secretary of State for Education and Science: "The changes you propose in university status would, in the TUC's view, reduce the freedom of university staff to engage in research and teaching that is critical of, or counter to, current Government philosophy." They would threaten freedom of speech and action, he adds, and the universities' role in upholding it.

Churchman attacks impact of IT

by Jon Turney

The Conservative Party and the Church clashed this week - over the impact of new technology.

The Reverend David Haslam of the Alliance of Radical Methodists challenged Mr Kenneth Baker's optimistic view of information technology, saying he ignored the victims of new technology.

Mr Baker, until recently minister for information technology at the Department of Trade and Industry, was speaking at a meeting in London organised by the British Council of Churches.

He painted a rosy picture of the role of technology in economic and social development, comparing his old job with his new post as minister for local government: "I've moved from an area of progress in life to pure politics."

Mr Baker believed the new industrial revolution would create more jobs than were destroyed, as earlier technological changes had. And information technology would give people more opportunity to work at home, help the disabled, and be accessible to the vast majority of people. The problem was to train people for the new kinds of jobs which would soon predominate.

But Mr Haslam said this ignored the problems of new technology, including redundancy, deskilling of those in work, loss of jobs to other countries



Mr Baker: painted a rosy picture of the role of technology



Dr Haslam: argued a need to humanize new technology

with cheap labour, and increased surveillance. He said: "The Luddites were not against the advance of technology, but against a technology with no prospect of a place for them in the foreseeable future."

Dr John Habgood, the Archbishop of York, took a middle position in his opening address, arguing that there

was a need to humanize new technology. He said: "We can't stand still, but we can choose paths of development." In some areas, such as the test-tube baby research discussed in the Government's Warnock report, the need for control was obvious. But he also saw the necessity to ask what scope there was for control in less dramatic fields.

Southampton assesses its assessors

by Ngaiio Crequer

Southampton University is looking into ways of improving its methods of assessing academic performance, in particular the possibility of extending the use of external assessors.

Professor John Roberts, the vice chancellor, has asked the university's policy and finance committee to conduct a review, which he said was necessary because of the new public interest in universities.

He explained: "Until now the quality of academic work was left largely to the judgment of academics themselves." But following hints on the need for "quality control" from politicians and initiatives by the vice chancellors' committee and the University Grants Committee, the appropriateness of courses, the reliability of examinations and the quality of research were all being questioned.

"In an atmosphere which, justly or unjustly, is tainted by lay suspicion that all is not well in the university system, politicians will seek to be reassured that the public money on which the system is overwhelmingly dependent is well spent."

Professor Roberts said the work of external examiners was "heavily diluted" by well-established links with departments, and they did not report either to him or to any other academic independent of those departments.

New comparisons from outside the university were needed because the advice he was now receiving was not always helpful. "It has been my experience that the visits of the UGC subject area subcommittee have often left us in greater confusion than before about the quality of the work done here - and in any case such visits are perfunctory, unavoidably under-prepared and rare."

The review would cover only academic departments, not individuals. There was no need for lecturers to be subjected to such scrutiny, because there was no evidence they were not working effectively and there were already other ways of assessing their performance.

Professor Roberts said it was in Southampton's interest to be able to demonstrate its cost-effectiveness. Assessment would have a bracing effect. It would demonstrate the university's commitment to high standards and make it easier to defend them, and it would help when making decisions about resources.

Private view

Bristol Polytechnic will launch a new bulletin next year - but not for public consumption. The service is part of a new one-year course to train 15 students in broadcast journalism.

Prison classes closed

Prison representatives and education officials are due to report shortly on moves to end a crisis which has shut down the education department at Holloway Prison in London.

The problem revolves around a national shortage of prison officers. At Holloway this has led to the closure of the prison's education department and workshops because insufficient staff are available to carry out supervisory and escort duties.

A review is being conducted by representatives of the Home Office in conjunction with officials from the Inner London Education Authority to ascertain how the prisoners' education service can best be maintained in the

short term, until more officers, currently undergoing training, are appointed.

Discussions have ranged over the possibility of introducing distance learning techniques, replanning timetables to make more staff available to supervise prisoners, and increasing the amount of cell tuition.

Despite the closure of the education department at Holloway some limited tuition for prisoners is continuing in cells and on wings. A new central education department is scheduled to open in approximately 18 months' time. By then it is hoped the present staffing shortages will have been overcome.



Longman

The right word in the right place makes all the difference.

Put your finger on the precise word... the apt phrase... the modern definition... every time!

LONGMAN DICTIONARY OF THE ENGLISH LANGUAGE and ROGET'S THESAURUS. Together they provide a virtually inexhaustible word bank for the writer, reader, speaker, student, crossword puzzler and word game addict.

LONGMAN DICTIONARY OF THE ENGLISH LANGUAGE.

The most comprehensive and up-to-date authority on English used throughout the world. Over 225,000 definitions, plus usage notes, etymologies and pronunciations. Developed by experts and specialists to give you the accurate information you need today. Published 8 October 1984.

£14.95 Thumb-indexed edition £17.95

ROGET'S THESAURUS

The original, unabridged Thesaurus - brought right up-to-date for the present day user. Over 20,000 additions and relocations, plus an improved layout that makes it even easier to use.

£8.95 Thumb Indexed edition £12.95

LONGMAN DICTIONARY OF THE ENGLISH LANGUAGE

ROGET'S THESAURUS of English words and phrases.

Both - in a word - indispensable!

DON'S DIARY

FRIDAY

The end of a conference on political and social theory. I return to London reflecting that the problem of distinguishing between liberalism and libertarianism is a British rather than an American difficulty. These reflections give place to some rapid preparations to tomorrow's party—a philosophical wake at the closure of the philosophy department at Surrey University and a celebration of the appointments of two of my colleagues to posts at other universities.

SATURDAY

Receive a letter of apology from someone unable to come. He commends me for my heroism in organizing a party for two people rowing away in a lifeboat while I remain on the sinking vessel. The pertinency of the comment strikes me as unpleasantly forcible. The party happens, though, and feels as though it was the right thing to do. The "friends of Surrey philosophy department" are an engaging group of people. Freddie Ayer is present, naturally, as the remaining visiting professor at Surrey with no one to visit; Susan Wright, one of his ex-students, now one of the famous 14 from North London Polytechnic is also there seeking support for the lecturers' legal case which is to be argued on Monday.

SUNDAY

Sunday lunch with my daughter, Anna, Julius Tomin and Dave Martin, an Australian fellow-student from Anna's course. By an extraordinary coincidence it turns out that both our guests have been imprisoned for reasons of conscience (Dave in Australia on the issue of the draft, Julius for similar reasons in Prague).

Their exchange of experiences evokes in me some fellow feeling, an incipient paranoia fanned to some extent by the recollection that Julius' initial response on hearing about the demise of the department was to say, "In my country it would take tanks to close a philosophy department." I am not sure what this implies about relative academic freedom in Czechoslovakia and Britain, though those contemplating the abolition of tenure might well ponder it, but hope I succeed in retaining a proper sense of perspective.

MONDAY

The offer of dignified if impoverished redundancy under the UGC terms runs out at the end of the week and I make a final effort to find out what alternatives are open to me—a frustrating task already pursued fruitlessly over the summer months. A few phone calls finally establish that a mooted transfer to another university is not on, and that the arrangements worked out at Surrey may no longer apply now that the "philosophy problem" there has unexpectedly blown within the space of a couple of months from four to one—myself.

What to do about all this is postponed in order to deal with a variety of urgent tasks including preparing correspondence for secretary—also leaving at end of week—to deal with tomorrow.

TUESDAY

Hope for attention of secretary but she is already in the throes of transferring the detritus of the

philosophy department to my office and in no state to take dictation. Nevertheless manage to organize despatch of notices about a conference on bioethics I am organizing and to send out essential letters for *Journal of Applied Philosophy*. I stockpile letters in order of priority. Highest priority must be a letter from the publishers of a new series we are editing about future developments.

I return home unsure whether my higher priority there should be to finish reading the second of the first two books for the series, so as not to slow down the production process, or whether to continue reading the 24 papers which are to be taken as read at a conference on values I go to on Friday. Looking through my own paper for this conference has no priority at all. Nevertheless, I fall victim to the temptation to do just this.

WEDNESDAY

I remain at home to finish the conference papers. The book must be postponed. Have phoned discussions with another friendly university which would like to help on the professional front if any way could be found. Finish a review for *The Times* which must be typed and posted tomorrow for a Friday deadline.

THURSDAY

Back in the university the reality of the closure of the philosophy department impinges to the ultimate degree. Two colleagues' rooms go empty and maintenance men hammer away at partitions along the corridor. A pile of disowned philosophy journals lies forlornly on a table in the corridor. The philosophy office prepares to become the Institute of Choreology. I admit that I must surreptitiously consult a handy Chambers' dictionary to distinguish this from other pursuits such as choreography or choreology. The dictionary confirms the final (take-over) of philosophy by dance as, too, does an unexpected encounter in the corridor with a squat man in a red tracksuit wearing a medallion.

In the afternoon some of the journal and books questions are settled with Anthony O'Hear who is joint editor in both ventures. We arrange to meet again after I return from my weekend values conference. He doesn't take up his new chair till January so it seems there will be time for more leisurely discussion. As he leaves, however, I hear him accosted by a member of another department on the subject of his room. Can he move out by Monday? Or Tuesday?

FRIDAY

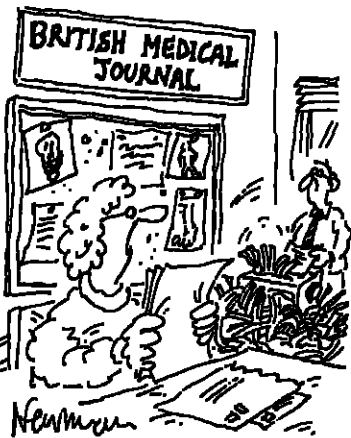
A final check confirms what I have known all along about the UGC terms. Nevertheless, on being told that I would, if I lived so long, receive a pension at retirement age of about £3,000 my immediate reaction is to stammer not "How much?" but "How often?"

I have just enough time to go to the bank to find out how to obtain an international money order to send to California for a book on tidy methods of suicide—not a personal but an editorial inquiry. It seems to me the sort of book that ought to be reviewed in a journal concerned with pressing social and moral issues.

And so to Oxford and 24 aspects of value. Next week I return to the university a tenured academic without a department but with a research venture which has, I believe, some potential. My fourth colleague, who chose the other option, goes to sign on at the unemployment exchange. "Ah, you're a philosopher," the helpful man at the exchange says (and my colleague is, indeed, the author of a number of distinguished philosophical books). "I did philosophy myself," he adds, "at King's."

Brenda Cohen

The author is joint editor of *The Journal of Applied Philosophy* and is at Surrey University.



"THIS ONE'S NOT THAT BAD—SHALL I JUST TEAR IT UP?"

Unkindest cut for rejects

Medical researchers whose papers fall to please the *British Medical Journal's* referees will soon face a fate worse than rejection—their manuscripts will be shredded.

They should not take this personally, editor, Dr Stephen Lock writes this week. It is simply an administrative measure designed to save money. Handling costs for the 5,000 papers a year sent to the journal now run at around £40 for each paper.

He points out that other journals, especially in the United States recover those costs through handling charges for manuscripts or page charges for papers accepted. However, he believes this should only happen if the journal is in deep financial trouble, as it means a new drain on research funds.

The *BMJ* will still ask for three copies of each paper, for the editor and two referees. The 4,500 unsuccessful manuscripts each year will be kept for three months and then shredded. He is prepared to make exceptions for papers from the third world or those accompanied by original illustrations.

The *BMJ* appears prepared to lose some submissions through its new policy. The editorial says if the scheme diverts some articles which should have gone to specialist journals in the first place, so much the better. But Dr Lock hopes most authors will accept the scheme is meant to stop the office concentrating on processing the rejected article rather than improving the accepted one.

New figures mean revision of plans

New figures being prepared by the Royal Town Planning Institute suggest that the demand for planners even in a depressed economy is far greater than predicted in a very pessimistic report published in 1981.

An interim report on supply and demand expected next month will be used by the RTPI and the 29 recognized planning schools in universities, polytechnics, and colleges, to lift the gloom currently enveloping planning education.

A recent conference at Liverpool discussed the plight of postgraduate planning where public awards have been cut by 80 per cent in the past decade. And there is increasing pressure for planners to revamp the undergraduate course as a more usual three year degree, instead of the current four year course.

Several university and polytechnic courses have also fallen foul of the RTPI's regular five-year review. The universities of Edinburgh, Manchester, Reading and Glasgow, for example, have all suffered critical reviews, and have been asked for reforms and improvements pending another inspection.

It is understood that while none of the criticisms are considered very serious, many of the schools have been asked to restructure their specialist options. A recent RTPI decision required all courses to have a clearly defined core syllabus, with specialisms reflecting the abilities of staff.

Planning has also come under the scrutiny of both the University Grants Committee and the National Advisory Social Research Council.

The UGC in its 1981 letter recommended greater collaboration between a number of departments, for example Heriot-Watt and Edinburgh, and Manchester and Liverpool but relatively little has been achieved. The NAB went on to recommend the closure of courses at Trent and Liverpool polytechnics, and the Gloucestershire College of Art and Design.

The institute has also just issued a statement requiring all planning schools to prepare formal programmes of staff development. It is concerned about the decreasing contact between planners in education and planners in practice caused as budgets for inviting external lecturers and arranging conferences and exchanges continue to decline.

The institute has issued guidelines outlining 20 methods for staff development including extending research, consultancy and inservice training, to fostering more staff exchanges and secondments. Most schools have welcomed the document, but wonder how they will be able to meet the additional requirements.

The institute now plans to use its new study in discussions with the NAB later this autumn to defend the role of planning within the public sector. It will argue that undergraduates taking the four-year course, include practical experience appear to have little difficulty finding jobs.

It will also try to lift the general picture of doom and gloom produced by the 1981 Anso report, and also the fairly pessimistic outlook suggested in the McLoughlin report prepared the following year for the Economic and Social Research Council.

Managers 'ought to learn design'

by Peter Scott

Ten per cent of the time on postgraduate management courses should be devoted to teaching students about design, says a new report published this week.

Managing Design is the work of the design management development project, jointly sponsored by the Council for National Academic Awards, the Design Council, and the Department of Trade and Industry.

The project is headed by Mr Louis van Praag, chairman of Sabre International Textiles, who has campaigned over many years for British managers to be given a more organized appreciation of design's importance.

The report argues that design is crucial to commercial success: "In many firms and industries, there is now a uniformity of competence in aspects such as the management of labour, processes, distribution and finances."

"What now determines success for individual companies is the ability to develop other and distinctive competences, dealing with such issues as product design and other forms of design, product and marketing strategy, corporate identity and image, and the management of new products and services."

Managing Design concludes that ideally 10 per cent of the time available on postgraduate management courses such as the Master of Business Administration and the Diploma of Management Studies should be devoted to design.

The implication, the report accepts, is that other subjects such as finance and business law may need to be condensed or trimmed to make room for the new design element.

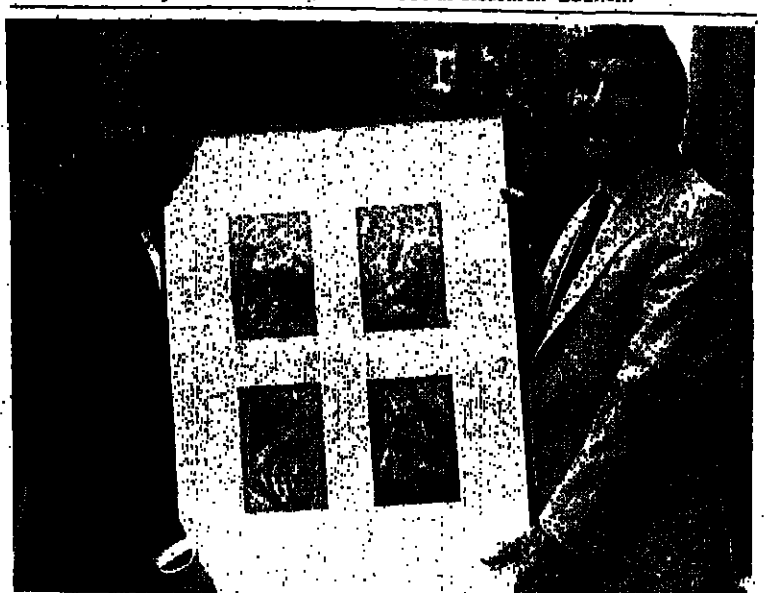
It adds: "This is entirely justified in the light of the changing requirements of industry and commerce: if a new industrial revolution is taking place, an educational revolution is required as well."

Leicester, Leeds and Kingston polytechnics have been chosen to develop pilot schemes for these new-style management courses. A steering group, chaired by Mr van Praag, has been formed to monitor their progress. Three more polytechnics are likely to join in the experiment next year.

Mr John Butcher MP, under-secretary for industry, welcomed the report. He said: "Product design may be even more important than information technology in securing the future success of British industry."

The 60-page report is aimed initially at institutions interested in design management. It includes detailed information about curriculum development and identifies key topics for the new managing design component.

Managing Design: Initiative in management education, is available free from the CNA, 344-354 Gray's Inn Road, London WC1X 8BP.



Author Leslie Thomas congratulates the winner of this year's Young Illustrators' competition, Francesca Pelizzoli, who completed a diploma course in graphics and illustration at Wimbledon School of Art in June. Her illustrations of Ernest Hemingway's *The Old Man and the Sea* will be published in February.

Scottish TUC may launch own tertiary sector inquiry

The Scottish TUC may conduct a parallel inquiry to the one being carried out by the Scottish Tertiary Education Advisory Council.

The STUC has won an extra month's grace for its response to the STEAC. The closing date for evidence to the new council is November 16, but the STUC has been given until mid-December to enable its education and training committee to consider responses from interested unions.

The STUC will also decide in December whether it should undertake an alternative inquiry. The proposal has come from Mr Graham Allison, general secretary of the Scottish Tertiary Education Association.

Leader, back page

CAN THERE BE A MORE POWERFUL ARGUMENT THAN OUR 800 INSTALLED NETWORKS?

RESEARCH MACHINES LIMITED
INSTALLED NETWORKS
1982INNER LONDON EDUCATION
AUTHORITY

A.E.R.E. HARWELL

BLOOD PRODUCTS LABORATORY

HERTFORDSHIRE EDUCATION
AUTHORITY

MARCONI

SUFFOLK COUNTY COUNCIL

MRC CRYOBIOLOGY GROUP
(CAMBRIDGE UNIVERSITY)

ULSTER POLYTECHNIC

CROYDON ITEC

CHELSEA

STAFFORDSHIRE EDUCATION
AUTHORITYLONDON DOCKLANDS
NEW TECHNOLOGY CENTRE

CHESTER BEATTY LABORATORIES

BIRMINGHAM EDUCATION
AUTHORITY

OXFORD UNIVERSITY

NORTH TYNESIDE
METROPOLITAN B.C.

NEWCASTLE UNIVERSITY

LEICESTER UNIVERSITY

BEVERLEY BOYS SCHOOL

EDGE CIC

Ask any organisation which uses computers. The big problem, once the computer is accepted, is providing enough hands-on facilities for everybody. That's why so many schools, colleges and businesses are installing computer networks, to distribute the computer facilities cost-effectively to more users at a time.

At least, that's the theory.

THE RML CHAIN NETWORK - SIMPLICITY ITSELF

In practice, an effective local area network can be hard to achieve if the machines you start with were originally designed for single-user home computing (as many institutions have already learned). They need extra chips, special clock boxes and power supplies, and often liberal use of the soldering iron.

THE RML CHAIN NETWORK IS DIFFERENT

With its powerful 380Z server unit and high-specification 480Z work stations, you can get it up and running without any exotic bolt-on extras.

You'll find it easy to use, fully-interactive, and above all reliable.

In fact, the CHAIN network will support up to 16 simultaneous users at a lower all-in price than competitors' machines with far inferior performance.

users simultaneously from one disc-drive unit.

So if you are thinking of a multi-user upgrade, look at the RML CHAIN network before you buy.

It's the one that has proved itself - 800 times over.

For details contact Tina Davies at the address below.

RESEARCH MACHINES
MICROCOMPUTER SYSTEMS

Sales Office: Mill Street, Oxford.
Tel. Oxford (0865) 249866

Most YTS leavers 'stay off dole'

by Patricia Santinelli

More than two thirds of all young people leaving the Youth Training Scheme have found jobs or intend to go on to further education, according to provisional figures.

The Manpower Services Commission this week took the unusual step of publishing the tentative results of a survey presented to the Youth Training Board. It warned that the figures should be treated with caution.

The results cover young people who left the scheme between April and July. They show that some 60 per cent of trainees either have jobs or are expected to get them and that some 13 per cent have entered or intend to enter further education.

The MSC admitted that the figures had to be treated carefully because they were based on a sample of 3,500 leavers, only three quarters of the questionnaires had been returned and because most of last year's entrants entered the scheme in September and were still in it at the time of the survey.

The average figure of 60 per cent for job placements is based solely, it would seem, on a telephone survey of some 750 YTS providers, representing about 10 per cent of the total. These were asked to give their best estimates of the percentage of trainees in jobs or expected to get jobs.

These figures too vary enormously - ranging from a 34 per cent estimate of likely jobs in northern England to 40 per cent in Wales, north-west England and Scotland and 70 per cent in south-east England.

The monthly figures produced by managing agents and sponsors show much lower percentages. Between April and August although the number of reported leavers rose from 10,700 to 32,000, the actual percentage employed only increased from 39 to 41 per cent.

Another survey conducted in three stages across the nine training divisions indicates a rise in the number of young people in jobs, from 38 to 55 per cent. But the MSC also points out that these results may not be representative of all leavers, because only 36 per cent of respondents had completed their YTS training.

The figures produced by the MSC have been attacked by Youthaid for being seriously misleading and being nothing more than an attempt to trick young people into joining the scheme.

The pressure group on unemployment claimed that the figure had been fiddled. This was done by subtracting from the unemployed those who said they wanted to take up full time education or training, and then adding together work, education and intended education to give 69 per cent.

news in brief

Labour prepares for debate

Labour Party education spokesmen this week held a series of meetings with the most influential groups in higher education in advance of next Friday's debate in the House of Commons. Officials from the vice-chancellors' and polytechnic directors' committees, lecturers' and students' unions, the Open University and the University Grants Committee were among those involved.

Mr Giles Radice, the Shadow Education Secretary, said: "We want to establish in the debate exactly what the Government's policies are and to hammer home that the present spending plans assume a considerable cut-back in higher education."

Beginning to bite

The British Society for Dental Research has announced the members of its committee of inquiry into dental research. Professor Sir John Butterfield, vice-chancellor of Cambridge University, will chair the inquiry. Other members include Professor Philip Randle of the John Radcliffe Hospital, Oxford, Sir Robert Williams, Professor John Knowlenden of the department of community medicine at Sheffield University and Professor Declan Anderson of Bristol.

Shedding light

Edinburgh University Settlement and the Scottish Adult Basic Education Unit have this week jointly launched a drop-in Computer Literacy Centre. The Microbeam scheme aims to help anyone who would not otherwise be able to develop skills in microcomputing.

Cuts opposed

Most Londoners oppose the Government's plan to cut the Inner London Education Authority's education spending by £75m next year, according to a MORI poll. The poll, part of the ILEA's campaign against its rate-capped spending target, showed that 51 per cent of Conservative voters opposed the cut, while only 7 per cent of Inner Londoners approved it.

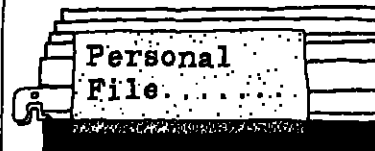
'Merge university and public sectors'

A federated system of centres of post-18 education with common funding should replace universities, polytechnics and colleges, says the Association of Scientific, Technical and Managerial Staffs' *Economic Review*.

In its autumn issue, under the headline "Higher education: rationed with reason" the *Review* says that major changes are necessary to match social and technological change.

There is no justification for the continuing disparity in funding and esteem between the university and public sectors. Locally and regionally-based centres could offer the full range

Modest Milstein joins medicine's immortals



by Jon Turney

Science correspondent

Some discoveries seem especially well-suited to winning a Nobel Prize, and Dr Cesar Milstein's work on the production of pure "monoclonal" antibodies has been on most people's list of likely prizewinners for several years. His is a simple, extremely powerful technique, which has revolutionized the technology of experiments in immunology, the study of the body's defence systems.

So the news that Dr Milstein shares this year's Nobel for medicine with Dr Georges Koehler, his former co-worker, and Professor Niels Jerne from Denmark was greeted in most quarters with satisfaction rather than surprise. But Milstein's colleagues at the Medical Research Council laboratory of molecular biology say he was speechless when told of the award.

It fits the image of a man generally more interested in science than in prizes or scientific affairs. Dr Milstein has spent virtually his whole career in Cambridge. At 57, "he still loves to work at the bench with his own hands", according to one of his fellow researchers.

He came to Cambridge from his native Argentina in the late 1950s to take his PhD in biochemistry. He joined the MRC in 1960, after a brief return home demonstrated there was little prospect of a scientific career in South America. He worked closely with Dr Fred Sanger, who has himself contributed two Nobel Prizes to the Cambridge laboratory's remarkable tally of eight.

In the late 1960s and 1970s, Dr Milstein became more involved in trying to unravel the complexities of the immune system - which generates specific antibody molecules in response to invasion of the body by foreign organisms. In 1975, he and Dr Koehler devised an experiment to study the rearrangement of genes when mouse cells producing a single

antibody are fused with cultured cancer cells.

The scientists found this produced a cell line derived from a single parent producing a single monoclonal antibody. As the line is immortal, this meant large quantities of pure antibodies against any substance could be prepared easily. A colleague recalls: "All of us realized the practical advantages, but no one could have foreseen just how important this would be."

The possibilities raised included new drugs and medical products, as well as new probes for biomedical research, and much of the work of the MRC-linked company, Celltech turns on monoclonals. This and the succession of scientific awards to the discoverers of the technique are now consolation for the oft-discussed failure of the council or the British Technology Group to patent the work.

Dr Milstein, now director of the laboratory of molecular biology's protein and nucleic acid chemistry division, continues to work on developing the uses of the technique. He has always resisted being drawn into scientific administration, but his scientific judgment in his own field is invaluable to the group he directs. He has a knack of being right about when to stop a line of work, or how to interpret new results.

But, the Nobel 'brouhaha' seems unlikely to change his working habits, which still include Saturday mornings in the lab. A co-worker sums it up: "What he really enjoys is doing science."

changing demands for skills, may hasten the divisions which scar the British system.

All students should take courses on preparation for working life, work experience and information technology, not just the non-academic. The TVEI might become a technical stream within the comprehensive system.

The *Review* proposes a single Department of Education and Training. It fears that the Youth Training Scheme and the Technical and Vocational Education Initiative, although they have increased awareness of

ASTMS Economic Review Vol. IX No. 2, 79 Camden Road, London NW1 9ES.

that the education debate is going to be dominated by the row over the restructuring of teachers' pay and the ongoing debate over cutbacks in resources. In addition to that, some of us will be trying to bring some sense to all the changes that are taking place in the training sphere in an attempt to get the education and training systems better dovetailed than they are at present.

We will be having great debates over reforms of the electoral law, including issues like votes for people on holiday and increases in the parliamentary deposit.

On the privatization side it seems likely that the Government will proceed to break up the National Bus Company and transfer it to the private sector while scrapping the restrictions on competition in bus services.

These and many other issues will shortly be preoccupying us again. It will be business as usual - even if it is a little later in the year than it should be.

Ian Wrigglesworth

The author is a Social Democratic MP for Stockton South.

Land surveys undermined by cuts

by Jon Turney
Science Correspondent

The budget squeeze at the Natural Environment Research Council has almost stopped the general work of the British Geological Survey, the main business of the NERC institute.

Figures published last week reveal that current spending on strategic land surveys by the British Geological Survey is running at only 30 per cent of last year's level. The institute is short of money to publish much of the basic geological information it has compiled recently about the UK.

The surveys, regarded as an essential resource for economic planners,

geologists and geographers, have been cut back because of strong pressure on the institute's budget - from cutbacks in commissioned research, costs of relocating the institute's headquarters at Keyworth in Nottinghamshire and problems with the NERC science budget.

The BGS is the biggest of the NERC's 16 institutes and research units with an annual budget approaching £25m a year and 1,000 staff. Like other institutes, its money comes partly from research commissions from government departments and partly from the NERC's share of the Department of Education and Science's science vote. There have

been problems on both sides. The Department of the Environment pulled out of the consortium paying commissioning money for land survey three years ago, leaving it more heavily dependent on NERC funds. This year the BGS's £10m share of NERC money was cut by £1m as part of a round of cuts in council institutes to meet new demands on the science budget.

These cuts, together with restructuring costs from centralising the institute at Keyworth have reduced the institute's science spending by over half. The council says it hopes to do something about the current shortfall, especially to help on the publishing side,

but has not made firm plans yet. How much help is given to the institute will depend in part on the NERC's by the Advisory Board for the Research Councils. The money raised by a levy on the budgets of the Science and Engineering and Medical research councils will amount to £4m in 1985/86 and £7.2m in 1986/87.

The NERC fears that the bulk of this money in the first year will go to the Agriculture and Food Research Council, which is pushing ahead with an extensive programme of changes in institutes and redundancies. Mr Hugh Fish, the NERC's new chairman, will be trying to win as large a share as possible of the restructuring money.

Oxbridge weathers the storm

by Paul Flather

A cautious note of satisfaction about the current state of higher education has been struck in separate addresses by the vice-chancellors of Oxford and Cambridge.

Oxford has decided to fill another 30 posts frozen after the 1981 cuts, while Cambridge faculty boards have this year alone met to appoint 24 new university professors and the new blood intake of 42 has largely compensated for the 54 posts "suppressed" in recent years.

Mr Geoffrey Warnock, vice-chancellor of Oxford, in his oration noted that the winds of high policy for higher education institutions "are less gusty and changeable" than in recent years, even though forecasts for more than two years ahead remain "pretty fragile".

Even though 1984/85 is once again likely to produce a deficit for the university, Mr Warnock said this would not interfere with the continued flow of academic posts, nor call immediately for further retrenchment. Oxford originally froze 120 posts, but by October next year almost 90 will have been re-filled.

Mr Warnock, who is principal of Hertford College, however went on to warn about the "real and evident" dangers to the level of university funding, for example that caused by an expected shortfall to cover the latest round of pay settlements. This alone could be equivalent to one and half per cent of Oxford's turnover.

Further spending would also be needed on telecommunications, conservation needs particularly for books in the Bodleian Library, and electrical, mechanical and heating services in the science faculties, he added.

Mr John Butterfield, the retiring vice-chancellor of Downing College, in his address to congregating students, noted a measure of satisfaction that the adjustments to lower spending demanded after 1981 were met "without more difficulty and disruption".

He noted particularly the success of the premature retirement compensation scheme as contributing to Cambridge's ability to reach its target. But he also warned against the temptation to relax given pressing needs for books, equipment and day-to-day supplies in departments.

Mr John noted the number of Cambridge chairs being refilled, the continuing growth and popularity of the university's MPhil programme, the £200,000 grant from Japanese business to fund a new chair in modern Japanese studies, and the high number of overseas research student awards won by Cambridge students.

He also defended the increased numbers entering Cambridge, denying that taking an extra 120 home students this year was the gesture of a well-off institution. He said the acceptance of these students was a reflection of the recognition of the university that this nation needs all the well-trained young minds that it can muster, he said.

Anthony King

Anthony King's promotion ("Building society on a global scale", *THE TIMES* 28) was premature. He is not professor of architecture in Brunel University as printed, but associate research fellow in sociology and environmental studies.



Millionaire student pays for new centre

Princess Anne was guest of honour at the opening last week of a new adult education and arts centre in Shrewsbury, which has been financed solely by one of the students.

Costing approximately £14m, the purpose-built Gateway Centre boasts a restaurant, a fully equipped drama studio, photographic darkroom, bookshop and creche facilities.

The centre is the gift of Mr Roy Fletcher, a retired businessman and former county councillor, whose interest in adult education began following the death of his wife. Mr Fletcher initially embarked on an extramural studies class organised in Shrewsbury by Birmingham University.

When he became aware that the existing facilities for adult education were inadequate, Mr Fletcher offered a prime site in the town worth £500,000, £1m for building costs, and £20,000 for equipment.

The new centre has boosted enrolments for both extramural and local authority adult education classes in Shrewsbury and allowed an expansion of provision.

Mr Fletcher is still studying at the centre, currently in an extramural class on opera. A lecture hall, seating more than 100 people, has been named the Mary Margaret Room after his wife.

Princess Anne talks to Shropshire County Council chairman, Mr Reggie Lloyd about the architectural model of the Gateway.

Art colleges demand reprieve

by Karen Gold

Art colleges threatened in the latest National Advisory Body plans to cut back art degree and higher diploma courses are appealing to the NAB committee for a reprieve.

The NAB board recently agreed that art provision in Kent and Cornwall should be considered for rationalization. The original proposal for Cornwall - that Falmouth School of Art should lose its fine art degree and consequently close - was not agreed by the board, which called instead for a review of all Cornish art provision next year.

The board did agree that there should only be one fine art degree and one graphic design degree in Kent, at the same college. At present there is one of each at Maidstone College of Art and Canterbury College of Art.

Now the three colleges are campaigning to stop the NAB committee ratifying the decisions when it meets on Monday. An action committee of the two Kent colleges is seeking a meeting with Mr Peter Brooke, the NAB committee chairman and under-secretary of state for education.

It has written to all the NAB committee members, arguing that there is no over-provision of art degree courses in Kent, that the decision is based arbitrarily on the proximity of the colleges, and that the time-scale for responses (three weeks) is too short. It also hopes that the subject will be raised at the House of Commons debate on higher education scheduled for October 26.

Falmouth School of Art has begun a second letter-writing campaign following a flood of letters from its supporters, including eminent artists, when it was under threat of closure.

Mr Tom Cross, Falmouth's principal, has written to the NAB committee asking for the withdrawal of the words "for the time being" from the board's decision to continue approval for the BA in fine art.

The school's 300 supporters who wrote to the board have now been asked by Falmouth governors to write to Sir Keith Joseph, the Secretary of State for Education and Science opposing the NAB board's only conditional reprieve.

"We feel this to be entirely unreasonable and... that it could in itself jeopardise the future of the school by its detrimental effect on recruitment of new students and on the morale of staff and present students," the report says. "While it is particularly damaging since the next major planning exercise to be carried out by the NAB is not due to conclude until 1987, leaving the school in this uncertain position for three more years."

The proposals affecting Maidstone, Canterbury and Falmouth are part of the NAB's review of art and design courses, which began with a NAB art and design group study earlier this year. About six courses have been proposed for closure, but only the Kent and Falmouth proposals endangered whole institutions.

The 17-plus is to become available on a part-time basis from 1986 onwards, the Joint Board for Prevocational Education announced this week, thus putting an end to the speculation which has surrounded the issue.

The decision follows a consultative exercise which established that a majority of respondents favoured a part-time as well as full time route for the Certificate of Prevocational Education.

Altogether there were some 557 responses from schools, colleges, local authorities, employers, examination bodies, teachers, careers and national organizations as well as individuals. The majority favoured the framework proposed for the CPVE by its joint administrators City and Guilds and the Business and Technician Education Council.

According to the board, some 250 respondents commented on a part time CPVE and out of these there was a five

to one majority in favour of such a route.

Supporters argue that it would meet the needs of employees on day release, the Youth Training Scheme and unemployed young people subject to the 21-hour rule.

But those arguing against part-time provision were concerned that the balance of the programme would be distorted, for example employers would demand a concentration on vocational studies for their day-release employees, thus making full integration difficult.

The board has now set up a subcommittee which will administer the development of a part-time route and it is also planning a series of pilot part-time schemes. It has also decided to investigate how best to ensure that the CPVE curriculum can be made an integral part of a 14-18 continuum both within and outside the Technical Vocation Education Initiative.

In addition the board will continue to press for adequate resources in general. But this only goes a small way in meeting the requests of respondents who made it clear that implementing the CPVE would entail a range of extra costs above and beyond any reallocation of funds from existing resources.

This is in answer to a majority of respondents in all categories urgently requesting the rationalization of the 14-18 curriculum so that links are established between prevocational education, general education pre and post 16, and TVEI. They saw competition between uncoordinated courses and programmes as detrimental to young people.

The joint board intends to make a statement on progression, an issue which all respondents regarded as vital to the credibility of the CPVE, following early discussions with BTEC, CGLI, the Royal Society of Arts, and the GCSE boards.

In addition the board will continue to press for adequate resources in general. But this only goes a small way in meeting the requests of respondents who made it clear that implementing the CPVE would entail a range of extra costs above and beyond any reallocation of funds from existing resources.



ALCES through the looking-glass

The Association of Lecturers in Colleges of Education in Scotland is clearly not one of the "big battalions" unions. Our membership is now less than 1,000 thanks to the deplorable policy and financial limitations over the last six or seven years. However, the ALCES does have a high proportion of possible membership; 100 per cent in some colleges and well over 90 per cent overall.

True, we do not employ any officials nor any staff. Nor do we occupy premises as office headquarters. But expert advice, legal advice, secretarial and printing services can be bought without incurring excessive costs.

The record of the ALCES in negotiating has caused us no shame despite the fact that our members have no great reputation for rushing to the barricades. What success has been achieved has been due to many factors. Members may have been slow to rouse; they have also proved to be difficult to assuage and persistent in resolve.

All of the foregoing is by way of context for one explanation and one question. First, the explanation is of why the ALCES is currently far down the road towards industrial action over conditions of service. The history is a long protracted and convoluted one for which there is inadequate space here to state fully. Briefly, college managements collectively, after years of negotiation, agreed a package and recommend it to the individual colleges. A clear majority of individual colleges reached local agreements and refused to implement until all did.

When a situation reaches of bad faith and duplicity, that alone will rouse even the most rational of people. The usual Trojan horses appeals to "professionalism", threats of redundancy, murmurs of reorganization - all have been pushed out.

The negotiating body the Scottish Joint National Council refused to accede to a joint staff side approach that our agreement be implemented. The management muttered "harmonization" - a euphemism for the euphemism "rationalization". That too was easily seen through by members. It vexed; it did not save.

So here we are consulting members on action - mild in the early stages, but effective we believe. Facing a call to council on October 20 to declare dispute and implement industrial action. Knowing that the low holds no succour for our cause - morality and justice are in our favour, but not the law it would seem. Annoyed that the SJNC management said it had propositions to make - that was four months ago and they still refuse even to name a date for revelation of their secrets. Finally, resolving to achieve what is due and defend what is held.

As to the question mentioned earlier? The question is "Can (even should) small unions continue effectively to exist?" The question is sometimes asked within small unions. More often it stems from the big battalions where it is usually followed by advocacy of one union (usually TUC) for all teachers/lecturers. What has been said earlier suggests a clear answer on my part. An alternative question would be "Could the big union as adequately take care of the special group?" We too are for unity if it is in the best interests of members of the ALCES. That principle has, I believe, always been the guiding one for the ALCES; perhaps even the only one.

George Livingstone

The author is national chairman of the Association of Lecturers in Colleges of Education in Scotland.

The House returns next week for the tag-end of the session. This time it has run right through since the General Election of June 1983. For two weeks we will have the remaining stages of some of the debates which preoccupied us before the summer.

This is a good example of the non-sensical way in which the House carries out its business and procedures, for historical reasons which in my view, have very little to do with modern circumstances. Instead of finishing all our business for the session before breaking for the summer, we leave a number of bits and pieces which take up around two weeks towards the end of October. Then we adjourn again for a few days and start the new Parliamentary session at the beginning of November with all the pomp of the State Opening which we shall be having on November 6 this year.

It would make greater sense to allow time for a summer break during August and then time for party conferences and constituency activities in September but, no, the House in its lack of wisdom screws

PARTY LINE

Order, order: the House is out of order

up every sensible arrangement. In my view it should rise with all its business for the session completed before the end of August and, preferably, to coincide with the school holidays. The new session should then start at the beginning of October.

My guess is that if a secret ballot of members were taken, this, or something very much like it, would happen. Why doesn't it? Well, for all the usual reasons we don't get other Parliamentary reforms (like sensible sitting hours) through and a deep resistance to change, and the Government's attitude.

And I mean any Government. Governments like to get the best of both worlds. They are quite happy to have the house adjourn and avoid Tam Dalyell, Dr Owen and people like Ian Gilmour say-

ing at their heels. On the other hand, they have to get their business through. Ministers like to keep open the possibility of catching up with a few necessary items that may have arisen during the recess before they start on all the long drawn-out paraphernalia of debates on the Queen's Speech and the introduction of new Bills.

What will the new session bring? Among the biggest and most controversial bills to be introduced will be that to abolish the Greater London Council and the six Metropolitan County authorities. After the debacle of the paving Bill there was a great deal of anxiety on the Government side of the House about the progress of the main Bill designed to abolish the councils. However, it is likely that the new minister, Kenneth Baker, who has

been brought in by the prime minister to handle it, will have greater success than his boss Patrick Jenkin enjoyed in the last session.

In addition to being an amusing and thoroughly personable minister, he is also a very sensitive and ambitious politician whose future success will depend upon his success with this legislation. He also has the experience of twice putting through the enormous and fiercely controversial Telecommunications Bill.

On the educational front, it looks as though there will be rows over the veto on corporal punishment for children at state schools and over university freedom to take on commercial contracts being extended to local authority higher education institutions. But I have no doubt

that the education debate is going to be dominated by the row over the restructuring of teachers' pay and the ongoing debate over cutbacks in resources. In addition to that, some of us will be trying to bring some sense to all the changes that are taking place in the training sphere in an attempt to get the education and training systems better dovetailed than they are at present.

We will be having great debates over reforms of the electoral law, including issues like votes for people on holiday and increases in the parliamentary deposit.

On the privatization side it seems likely that the Government will proceed to break up the National Bus Company and transfer it to the private sector while scrapping the restrictions on competition in bus services.

These and many other issues will shortly be preoccupying us again. It will be business as usual - even if it is a little later in the year than it should be.

Ian Wrigglesworth

The author is a Social Democratic MP for Stockton South.

Tories aim for relevance

by Karen Gold

"Relevance" was the educational buzzword at the Conservative Party conference in Brighton and peace studies was the wolf at the door.

Councillor Fred Allgood from Fareham, proposed the education motion that was overwhelmingly agreed by the conference. It approved the initiative by Sir Keith Joseph, Secretary of State for Education, to raise standards in education and asked for more to be done to ensure that young people were equipped with the skills and knowledge that were of relevance of modern Britain.

There was much evidence that education was far from relevant, hence the technological and economic advance of Japan and other countries beyond Britain. Mr Allgood said. "During the next 10 years Britain will need thousands of robotics engineers and there's no suggestion that our schools and universities know how to cope with that," he added. No wonder that industrialists wanted to set up a private technological university.

Sir Keith's response was to define relevance as the aim of education. "Young people when they leave school should have values and attitudes and understanding that equip them to live fulfilling lives as adults, as citizens, as members of families and at work," he said.

Part of the answer was the Government's initiatives on teacher education. Better selection of teachers,



Sir Keith: 'word-processors should not squeeze out Wordsworth'

inspection of teacher training colleges by Her Majesty's Inspectorate, more rigorous teacher education curriculum and classroom performance were also being established, he said. Sir Keith also pointed out the Technical and Vocational Education Initiative, changes in exams at 16 and Government moves towards a nationally-agreed curriculum to improve standards and "squeeze out some of the clutter which prevents enough attention being given to things which are absolutely essential".

In higher education, he said: "There is a switch going on from the humanities and the arts to science, technology and engineering in the universities and polytechnics. The Government are

considering what more needs to be done." But word-processors should not be allowed to squeeze out Wordsworth.

What was definitely not essential, according to numerous speakers and a quarter of all the motions submitted to the conference on education, was peace studies. It was propaganda from the communist-pacifist lobby, said Lady Olga Maitland from North Norfolk. "It shows that something is rotten in our schools." It was intellectual terrorism of children, the equivalent of the bomb in the Grand Hotel, said Dr Julian Lewis from Swansea West.

Answering the debate on employment, Mr Tom King, Secretary of State for Employment, said that the Government would double adult training provision next year. This included the start of training within the community programme scheme, which had already been announced.

The Youth Training Scheme, launched last year and the first of its kind in Europe, was an undoubted success, he said. "What an admirable initiative that was and how utterly typical it was that the left set out to wreck it," he added.

"They said: 'There won't be places to meet the guarantee.' We met it in full. They said: 'Young people won't want to do it.' 35,000 youngsters proved them wrong last year. They won't get any jobs at the end of it. Latest figures are now showing how wrong that was as well."

Universities show fall in new entrants

by Ngao Creqeur

The number of new undergraduates admitted to university last year fell by 2.7 per cent and the largest decrease of 5.5 per cent was in the engineering and technology group.

According to 1983/84 figures published for the University Grants Committee the average A level score was 11 compared with 10.7 in 1982/83. Five points are awarded for an A grade, four for a B, three for a C and so on.

There has been little change in subjects requiring the highest standards, such as veterinary science (14.1) and medicine and dentistry (12.8), mathematical sciences (12.1) and law (11.1).

But in several others the average A level score has risen by one point or more in two years. These include pharmacology, aeronautical, civil and production engineering, surveying, agricultural chemistry, biology, business management studies, sociology, Slavonic and eastern European languages, philosophy, and drama. The lowest average scores were in education (8.8), agriculture and forestry (9) and sociology (9).

A number of universities reduced their intake of home and EEC students last year by 10 per cent or more to keep to targets laid down in 1981. These included Essex, Hull, Keele, Loughborough, the University of Manchester, Institute of Science and Technology, Reading, York, Aberystwyth, Cardiff, Dundee and Heriot-Watt.

The number of full-time women undergraduates living in the UK fell for the first time for many years. In 1983/84 40,643 men and 28,510 women began undergraduate courses, compared with 42,027 and 29,529 in 1982/83. Women represented 41 per cent of the total.

Last year 47 per cent of full-time students read arts subjects, 44 per cent sciences and 9 per cent medicine or dentistry. Percentage change little but in the last five years there have been large increases in undergraduates reading Chinese (106 per cent), drama (75 per cent), surveying (45 per cent), mathematics and computer science (36 per cent), education (34 per cent - largely because of mergers with colleges of education), forestry (29 per cent), physics (27 per cent), and French/German (23 per cent).

But most subjects showed falls in the last year, especially combined biological and physical sciences (22 per cent), other professional and vocational studies (18 per cent), production engineering (11 per cent) and metallurgy (11 per cent).

Fewer subjects experienced a rise in postgraduates but since 1978/79 increases have been in law (64 per cent), accountancy (43 per cent) and environmental sciences - other than geology - (41 per cent). The largest falls in postgraduate totals included history (30 per cent), psychology (29 per cent) and mining (28 per cent).

University Statistics 1983/84 - Volume one - students and staff, £8.25 from Universities Statistical Record, PO Box 130, Cheltenham, Glos. GL50 1JW.

The number of full-time women undergraduates living in the UK fell for the first time for many years.

In 1983/84 40,643 men and 28,510 women began undergraduate courses, compared with 42,027 and 29,529 in 1982/83. Women represented 41 per cent of the total.

Last year 47 per cent of full-time students read arts subjects, 44 per cent sciences and 9 per cent medicine or dentistry. Percentage change little but in the last five years there have been large increases in undergraduates reading Chinese (106 per cent), drama (75 per cent), surveying (45 per cent), mathematics and computer science (36 per cent), education (34 per cent - largely because of mergers with colleges of education), forestry (29 per cent), physics (27 per cent), and French/German (23 per cent).

But most subjects showed falls in the last year, especially combined biological and physical sciences (22 per cent), other professional and vocational studies (18 per cent), production engineering (11 per cent) and metallurgy (11 per cent).

Fewer subjects experienced a rise in postgraduates but since 1978/79 increases have been in law (64 per cent), accountancy (43 per cent) and environmental sciences - other than geology - (41 per cent). The largest falls in postgraduate totals included history (30 per cent), psychology (29 per cent) and mining (28 per cent).

University Statistics 1983/84 - Volume one - students and staff, £8.25 from Universities Statistical Record, PO Box 130, Cheltenham, Glos. GL50 1JW.

The number of full-time women undergraduates living in the UK fell for the first time for many years.

In 1983/84 40,643 men and 28,510 women began undergraduate courses, compared with 42,027 and 29,529 in 1982/83. Women represented 41 per cent of the total.

Last year 47 per cent of full-time students read arts subjects, 44 per cent sciences and 9 per cent medicine or dentistry. Percentage change little but in the last five years there have been large increases in undergraduates reading Chinese (106 per cent), drama (75 per cent), surveying (45 per cent), mathematics and computer science (36 per cent), education (34 per cent - largely because of mergers with colleges of education), forestry (29 per cent), physics (27 per cent), and French/German (23 per cent).

But most subjects showed falls in the last year, especially combined biological and physical sciences (22 per cent), other professional and vocational studies (18 per cent), production engineering (11 per cent) and metallurgy (11 per cent).

Fewer subjects experienced a rise in postgraduates but since 1978/79 increases have been in law (64 per cent), accountancy (43 per cent) and environmental sciences - other than geology - (41 per cent). The largest falls in postgraduate totals included history (30 per cent), psychology (29 per cent) and mining (28 per cent).

University Statistics 1983/84 - Volume one - students and staff, £8.25 from Universities Statistical Record, PO Box 130, Cheltenham, Glos. GL50 1JW.

The number of full-time women undergraduates living in the UK fell for the first time for many years.

In 1983/84 40,643 men and 28,510 women began undergraduate courses, compared with 42,027 and 29,529 in 1982/83. Women represented 41 per cent of the total.

Australians watch the belligerent birdie

from Geoff Maslen

MELBOURNE

The dawn call of the Australian magpie can be likened to the gurgle of water going down a plughole - set to music. Not for nothing is it known as the flute or organ bird.

The distinctive attractiveness of the magpie's whistle, however, is nothing to its feats as a dive bomber. Every spring, up and down the eastern seaboard of Australia, innocent pedestrians dash over how accurate these feathered missiles can be.

The birds have become accustomed to treating humans as natural predators - although they build their nests so high in gum trees that you would need a helicopter pilot to get near one, the magpie seems to regard two-legged, ground dwelling beings as creatures to be driven away. So they fall upon passing people from a great height: and

because they are both torpedo-shaped and long beaked, they cause intense alarm and pain.

So fierce has the aerial bombing become this year, that higher education has been called upon for help. With typical Aussie ingenuity, the academic zoologists have responded.

According to Mr John Denagete, who tested his idea at the Australian National University, the secret is to wear sunglasses on the back of your head to fool cowardly magpies that swoop from behind. This is based on the principle that magpies will not dive on anyone who is looking at them, so they will be intimidated by people with eyes at the back and front of their head.

When he tested the sunglasses theory, Mr Denagete generated much merriment among other students, but he says the idea worked. In Queensland, the entrepreneurial spirit has taken this

innovation one stage further. Test marketing of a cap with a face painted on the back is taking place. Zoologists in the various state parks and wildlife services spend a lot of their time in spring answering anguished calls from householders, some of whom are so tormented they cannot put their head out of the window without it becoming a bulleye for a winged dart. As the parks officers point out, the urbanization of Australia which has pushed so much wild life out of its natural habitat, has proved a perfect breeding ground for the magpie.

The first British settlers who began this process named the Australian bird after the European magpie but the two species have nothing in common except black-and-white plumage. Just when the magpies have begun trying to tell the poms to go home is not certain.



One for sorrow, two for joy, three...

Islam studies worry Malays

by Geoffrey Parkins

The Malaysian Education Ministry's announcement that Islamic studies will be introduced into all local university courses in the new academic year has caused deep concern among non-Muslims. It is feared that the new studies will be used as a means of spreading Islam and converting non-Muslims to the Islamic faith.

The Malaysian government has done its best to dispel such fear and suspicion. Education Minister Datuk Abdullah Ahmad Badawi, has emphasized that "the government has no intention of converting non-Muslim students through the teaching of Islamic studies".

The main purpose of such studies is said to be to show non-Muslims that Islam is more than just a religion. The emphasis being placed on understanding the importance of Islam's contribution to knowledge and civilization, the nature of Islamic society and its place in the modern world. Non-Muslim Chinese and Indians together make up just under 50 per cent of the population.

Whether or not the new studies are to be optional or compulsory has not been made clear.

The Government's announcement has been met with a mixture of relief and suspicion. The police have lightened their ban on religious and political public gatherings, and a number of teachers of religious education have complained publicly of severe intimidation and victimization by local education departments.

Pontian all religious teachers were ordered by the State Education Department to attend a one-day Islamic studies course. However, 130 religious teachers said they would boycott the course in protest against victimization over the last 18 months.

A spokesman for the teachers

claimed that "many of us, including headmasters, were demoted and posted to deep interior schools in the district when we could not see eye to eye on certain problems with the district education officer". Now that the Education Ministry is turning its attention to higher education there is growing fear among academics that similar crackdowns are going to occur in the universities.

Although it is illegal to criticize government policy, in particular the sensitive Bumiputra policy of positive discrimination, giving Malays (almost entirely Muslims) special rights, privileges and preferential treatment in education and employment, the growing concern among non-Muslim academics cannot be completely hidden.

It is increasingly felt that there is a dichotomy in government policy. While ministers speak of Malaysia as a multiracial and multicultural society, and of their determination to eradicate racial polarization and of promoting cultural understanding and exchange through the schools and higher education, the government's actions appear to be widening divisions, not least by attempting to submerge other cultures and at the same time subdue the slightest criticism or dissent.

A critical discussion on social, political and religious issues is not allowed and strict censorship of all books and teaching materials is applied in the universities. The strictness of Islamic morality is increasingly reflected in the standards of discipline and behaviour expected from university teachers and students. Branches of conduct are severely dealt with, although this is by no means always a bad thing.

Positive discrimination in the form of quotas, giving preference to Malays for entrance to higher education and staff posts is viewed by non-Malays as a major cause of inequality of opportunity.

in education. For example, 75 per cent of university scholarships are reserved for Malays. As a result large numbers of Chinese are forced either to give up education or study overseas, if their families can afford it.

Originally, such devices were introduced as a temporary measure only, to help Malays catch up with the educationally superior Chinese. But now many feel that equality has long since been exceeded and such measures should be relaxed. However, the Malay lobby maintains that if the Bumiputra policy were relaxed the Chinese would be swamped by the Malays. Surveys in the early 1970s revealed that while the Malays outnumbered the Chinese in higher education as a whole, the Chinese dominated the Malays in medicine (2 to 1), Science (8 to 1), and engineering (15 to 1). In the same period the Chinese conducted 85 per cent of trade in Malaysia and average income was double that of Malays.

As late as 1976, after a massive programme of preferential treatment for Malays in all fields, including education, income differentials and the gap in educational performance appeared to have remained static.

However, with the even more rigorous application of the Bumiputra policy since the mid 1970s, it is difficult to believe that socio-economic outcomes have not moved drastically in the Malays' favour. In medicine and nursing, for instance, it is widely believed that selecting students on criteria other than merit and suitability, has led to a lowering of standards, with its own implications. And there has long since been visible evidence that in certain areas of employment and social life the Malays have acquired the special rights and privileges of an élite. The Malays dominate politics, the civil service (80 per cent of posts are reserved for Malays) and the arts.

Recriminations fly as exchange talks break down

Talks between the Yugoslav and Albanian governments on academic and cultural exchanges have broken down over a host of mutual recriminations over events in the border province of Kosovo.

The disputes continued last week when two Pristina University lecturers, Dr Gazmend Zajmi and Dr Fehmi Agani were banned from teaching on the grounds of "ideological unacceptability". Dr Zajmi, a lecturer in law, had been rector of the university at the time in 1981, which led to its temporary closure.

Both he and Dr Agani, who lectures in sociology and philosophy, were expelled from the Communist Party during the vacation for behaving in an "opportunistic manner" in the current ideological struggle against Albanian nationalism and "Titoism".

Underlying this view, the self-managing organizations of the law and philosophy faculties, stated that the lecturers had had a harmful effect on the students' education and had hindered the elimination of the "warped ideology" from which a number of students were suffering.

Pro-Albanian sentiments are still strong among Pristina students. During the summer, several illegal groups

of young people have been uncovered by security police, some demanding that the autonomous province of Kosovo be raised to the status of a republic within the Yugoslav federation, others wishing to secede from Yugoslavia altogether. A number of these activists - mostly students or high school pupils - were put on trial this summer and received swinging sentences of up to 15 years imprisonment.

The opening of a new factory in Kosovo was made the occasion for a speech by the Serbian premier, Branko Jovic, who alleged that the pro-Tirana separatists were now trying to achieve an "ethnically-pure" Kosovo by pressurizing Serbs, Montenegrins and others to move.

This emigration of non-Albanians from Kosovo has led to a system of linguistic quotas within Pristina University and other higher education institutes. Courses are taught in both Albanian and Serbo-Croat languages, but following the 1981 disturbances enrolment for courses taught in Serbo-Croat fell near to zero in some faculties. The quota system, which is meant to rectify the balance, and which is backed by a provincial law, has now been challenged in the federal courts, on the grounds that it runs counter to Yugoslav legislation on ethnic equality.

Crisis due to devaluation

Continued devaluations of the Jamaican dollar are contributing to a financial crisis at the Mona campus of the University of the West Indies, vice-chancellor A. Preston said recently.

The cost of books, journals and equipment is higher than ever, said Mr Preston, while salaries are now so low in terms of foreign exchange equivalent that recruitment has become a major problem.

The Jamaican dollar now stands at 4.30 to the US dollar, compared with 1.78 at the beginning of 1983. The University of the West Indies has three campuses: Mona (Jamaica), Cave Hill (Barbados) and St Augustine (Trinidad). Pay scales at Mona have traditionally been lower than at the other two campuses, and staff members there have expressed fears that a current restructuring programme, giving each campus more autonomy, will worsen Mona's Cinderella status.

Students from St Lucia entering UWI will henceforth have to pay the full cost of their education, estimated at \$5,925 a year.

British Treasury commissioner Donald Thompson said during a recent visit to St Kitts-Nevis that the British government was reviewing its university fee structure with the aim of encouraging more students from the West Indies.

Outdated equipment 'putting US behind'

from Deborah Kasouf

WASHINGTON

The problem of outmoded research facilities on university and college campuses across the United States is rapidly reaching crisis proportions, according to many observers.

The Association of American Universities has estimated that the average age of instruments and equipment in university laboratories is twice that of comparable ones in industry.

According to a recent National Science Foundation survey of university research instrumentation in computer and physical sciences and engineering, a quarter of the 1982 research equipment inventory, with an aggregate purchase price of \$904m is obsolete and only 16 per cent of all academic research equipment inventories is state of the art.

Stanford University president Donald Kennedy recently warned in a letter to Mr George Keyworth, President Reagan's science adviser: "Undercapitalization is the single biggest threat to our ability to perform increasingly sophisticated and costly research and to train the next generation of scientists."

California's nine state-run universities currently need a billion dollars to renovate old and build new research facilities, and Mr Kennedy noted that Stanford, a private California university, has identified more than \$200 m in science and technology facility needs.

"There is probably no private university in America that can on its own bring its physical plant and instrumentation to a proper contemporary standard," said Mr. Kennedy, who suggested that with direct federal support, both private and public universities could develop matching courses which might appeal to private donors.

Although financial support from federal and state governments and the private sector has increased in recent years, it has come nowhere near to solving a problem which has been building up for nearly two decades.

A National Science Foundation survey of 25 institutions has estimated that research universities and colleges require \$1.3 billion a year over five years to meet their accumulated capitalization needs. However, federal support for research equipment is currently less than a quarter of what it was 15 years ago.

Total federal investment in research and development plants is projected at \$40m in 1984, and last year the Pentagon alone received requests of \$645m for its \$30m allocation. With over half of America's basic research being done in universities, the problem of aging and out-of-date research laboratories has serious implications for both the institutions and the nation.

In testimony this year before the House Science and Technology Committee Cornell University president Frank Rhodes noted that in 1969 US research and development expenditure equaled twice the combined research and development expenditures of France, Japan, the United Kingdom, and West Germany, but in 1979, the combined R and D expenditures of those four countries equalled that of the United States.

"In spite of recent increases in R and D expenditure, the basic research component of those increases has been

modest, and we now face serious problems in the nation's basic research effort," said Dr. Rhodes.

In addition to the possible negative effect outmoded laboratories could have on America's competitive edge, experts warn of the possible harmful effects of universities themselves. The problem could lead to declining enrolments, academic researchers opting for jobs in the better equipped laboratories of private industry, and graduate students beginning research careers with little experience in dealing "with a whole new generation of instrumentation never available to them in their graduate training," according to Mr. Kennedy.

During a recent conference on the future of university research held at the University of Georgia, participants not only called for increased support from federal and state governments, but also stressed the important role which both industry and universities themselves could play in increasing the financial support needed to renovate and refurbish research facilities.

Mr Edward E. David, president of Exxon Research Co, noted the growing importance of industrial support for researchers and told the gathering of scientists and administrators that he was very optimistic about the future of the relationship.

"Industry's increasing needs for a strong science base has convinced it that university people can and must play a part in industry research and development," he said.

Mr David noted that such cooperation is not new, but "what is very new is the dramatically expanded dimension of the activity, the greater involvement of students, and the degree of interaction between industry and university scientists."

"While industry funding for academic research is the fastest growing source of support, it is only a small fraction of federal support," he said. "The government must step in and help maintain the balance."

Arthur Hansen, chancellor of the Texas A and M University system, urged universities to choose specific research goals and set specific priorities, noting that targeting research was the only way they could hope to attract the kind of financial help they needed.

Mr Dean Rusk, former Secretary of State and former president of the Rockefeller Foundation, spoke to the conference about the importance of making direct appeals to the general public and to individual donors, suggesting that a certain percentage of money collected during university fund-raising campaigns be put into a special fund to support research.

While universities and colleges continue to appeal to both the private and public sector to make university research laboratories a higher priority, they are experimenting with alternative ways to help alleviate the problem.

Tulane University, in Louisiana, is building a central instrumentation centre to serve several departments, and some universities are forming partnerships with other research universities to pool their talent and resources.

Several universities are leasing equipment, such as computers, and the California Institute of Technology is planning to set up a special endowment to help pay for operating expenses at its research facilities.

Scots union votes to end boycott

Further education members of the Educational Institute of Scotland have voted overwhelmingly to call off their boycott of the Government's 16 to 18 Action Plan - but opponents of the decision may attempt to have it overturned.

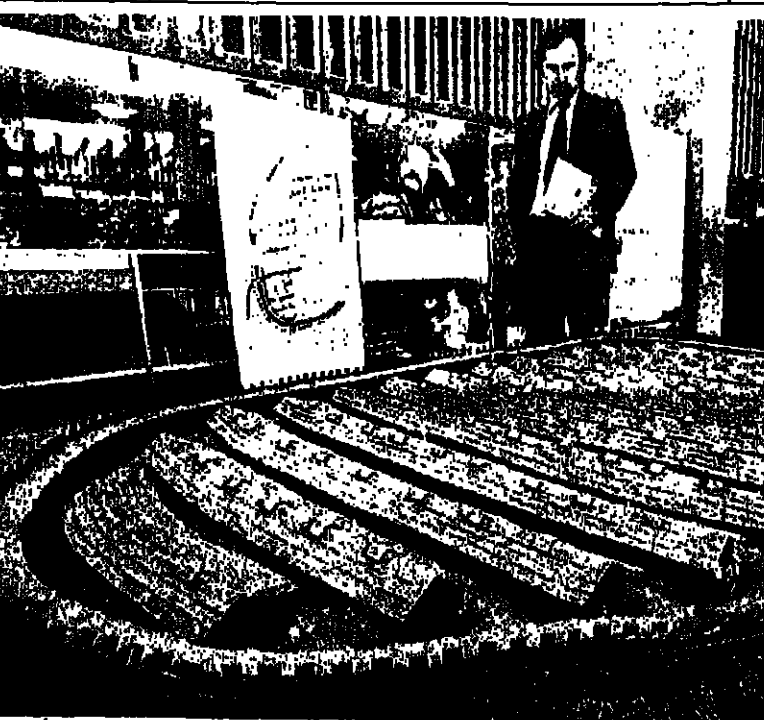
Just over 70 per cent of voters on a 51 per cent poll accepted the executive's recommendation to call off industrial action during a two-year moratorium on privatisation of the Action Plan. Its validating bodies, the Scottish Technical and Business Education Councils, agreed that they would concentrate on schools and colleges for the next two years and applications from outside agencies would be subject to consultation with further education unions.

Mr Arthur Houston, the Institute's further education officer, claimed that those who had not voted in the ballot remained to be convinced that the business and technical colleges would honour the agreement. He said: "EIS members will be keeping a close watch on the situation and will be prepared to take the necessary action if the agreement is broken."

Mr Andrew Moore, chief officer of the business council, said the union was more than welcome to keep a close watch. The members' decision meant that the 600 Action Plan modules still to be written could be produced by next Easter, and work could continue on revising the 740 modules already available.

However, Mr Vince Mills, chairman of the Coatbridge branch of the Institute, said large sections of the membership were not at all happy about the agreement, with the two councils. He added it was still possible to have the executive's decision overturned.

A petition had been circulating to collect the 600 signatures necessary to call a special meeting on the issue, but since it had been expected that members would reject the executive's advice, there had not been an all-out effort to achieve that target. Those who opposed the decision would now meet to discuss whether the collection of signatures should continue.



Professor Dennis Harding of Edinburgh University's archaeology department surveys a model reconstruction of the Polish iron age village of Blakupin. The exhibition has been brought from the National Archaeological Museum in Warsaw for a limited tour of Britain. It has already been at Durham University and after being in Edinburgh until October 26 will go on to Cambridge and Nottingham.

Alert on weak finals students

Hull University has reminded all faculties and departments of the need to warn academically weak students formally before they sit their finals if in danger of failing.

The move - agreed at a Senate meeting last week - follows an investigation set up by the vice-chancellor after 11 out of 49 physics students did not pass their finals in July, an unusually high proportion.

After the inquiry, involving a provost, the dean of arts, and the dean of science, eight honours students out of the 11 were allowed to re-sit their examinations: last month

because they had been given no indication they were likely to fail. Several had expected good degrees.

Five retook examinations, two gaining third class degrees, one a pass degree, and two failing again. Two others had apparently already secured jobs. Normally, students can only re-sit their exam the following summer - then only for a pass degree.

The investigation found no fault with the procedures of the physics department nor with the marking. But it noted a sense of injustice felt by the students who had not been adequately warned.

Prisoners not given a chance to learn, say inspectors

A serious mismatch exists between regulations governing educational provision and their implementation at Lincoln Prison, according to a report by Her Majesty's inspectors.

In examining the performance of the education service at Lincoln, which is a local prison serving South Humberside, Lincolnshire, and Nottinghamshire, the inspectors found most inmates were excluded from initial interviews about educational facilities.

Only convicted men with sentences of more than six months were questioned about participation in classes. Others, including the large number of men on trial or remand and those on

transfer from other institutions, were only considered if they made a personal request for provision.

The report urged improved educational services for these short-term prisoners, many of whom spend long periods at Lincoln. It also suggests the appointment of a clerical assistant to extend the interview procedure for those serving long sentences.

Id scrutinizing the aims of the prison's education department the inspectors conclude they are "more idealistic than realistic; laudable but yet to be fulfilled in some cases, while in others, by their very nature they will remain as valuable declarations of intent".

They report that education does not feature as a daytime priority, and provision is limited to young prisoners and remedial classes for older inmates. But educational activities are awarded top priority as a means of occupying prisoners in the evening.

The inspectors remark on the goodwill and enthusiasm of the tutors, who have made considerable efforts to ensure lessons are well prepared and adequately supported. With various teaching materials. The role of Lincoln College of Art is also commended.

At the time of inspection 106 out of the prison population of 528 were engaged in educational activities, with

the vast majority involved in adult evening classes. Plans were being made to move the department to alternative premises equipped with a computer room. Lincoln Prison was originally designed to house 356 inmates. Cells deemed suitable for one prisoner 100 years ago are now occupied by two or even three men.

Report by HM Inspectors on Education Department, HM Prison Lincoln. Obtainable from Lincolnshire local education authority or the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex. HA7 1AZ.

THE WIENER LIBRARY
OPEN WEEK
21-25 October 1984
10am-8pm
(Except Monday 2pm)
Details: 01-636 7247
4 Devonshire Street W1

Students contented, says German report

from Barbara Von Ow

MUNICH Despite worsening job prospects for graduates, most German students remain committed to higher education, a study by the Central Employment Office in Nuremberg has revealed. The report, which analysed the attitude to higher education of students in later semesters, found that only one in 20 students, or 5 per cent would not decide to go to university again. However, 17 per cent would first finish some form of vocational training and another 11 per cent would opt for a different degree course.

According to the study, some 70,300 graduates were without jobs in September 1983, compared to only 5,600 10 years earlier. However, graduate unemployment is yet to reach its peak in the early 1990s when some 214,000 graduates will leave German universities annually, twice as many as today.

The report noted that women were more critical about their degree courses than men, with only 53 per cent expressing satisfaction compared to 67 per cent of male students. The highest degree of contentment was found among students of natural sciences and medicine. Two thirds of the students questioned agreed, however, that there were attractive alternatives to a university degree which also led to interesting professions.

More than a third of the students thought that the majority of their lectures and seminars had no relevance for any practical profession. Again women were more critical than men, with 37 per cent expressing doubts about the practical application of their degree course.

More than half the students had a definite idea of their future profession, although 23 per cent complained about not being sufficiently well-informed about job prospects for their degree

course. Two thirds said they regularly tried to inform themselves about job offers in their specific fields. Asked about income prospects, nearly 40 per cent said they had no concrete ideas, while 17 per cent said financial considerations were not important in their professional expectations.

Another 17 per cent however, expected a starting salary of at least DM 3,000, with women generally expecting significantly less.

Only every fifth student thought it would be easy to find a job after university (men: 28 per cent, women: 10 per cent). Students of social sciences or teacher training were more pessimistic than others. Three years ago, however, only 9 per cent had expressed confidence in their ability to find employment after university. This more optimistic approach was probably due to the slightly easier job situation as well as to the fact that students were now better informed about their realistic job chances, the report said.

Nine out of 10 students were prepared to make financial concessions if they had difficulties finding a job straight after university. Over 80 per cent expressed a readiness to be geographically more mobile and/or to obtain a further qualification if they had problems at the beginning. Some 16 per cent said they would probably opt for an "alternative" form of living.

In another study, the Employment Office found that some 100,000 graduates were already active in "alternative" professions, marked by democratic self-organization, ecologic and social commitment and a rejection of hierarchy and specialization. Although this only constituted 0.4 per cent of the employment sector, these projects served as a significant stabilizing transition period for many students while giving them a useful further qualification.

news in brief

Entrance exam to be scrapped

New Zealand's education minister, Mr Russell Marshall, has made it clear that he hopes to scrap the university entrance examination by the 1986 school year and planning for its abolition will start immediately. Plans by the Secondary School Boards Association to conduct public hearings into the exam to help resolve the impasse between teacher and community groups and the former minister of education have been overtaken by the new minister's moves.

The abolition of the exam would still leave senior secondary school students with a clear sequence of qualifications - school certificate at fifth form level from state-conducted examinations; the sixth form certificate awarded on the basis of school assessments of student achievement; and the university bursaries and entrance scholarships examinations conducted for seventh formers by the Universities Entrance Board.

Illegal entry

The Singapore Immigration Department is seeking out all illegal foreign students and has ordered further and higher education colleges to crack down on admission procedures, following reports that large numbers of foreigners are obtaining education to which they are not entitled.

An immigration official said that many foreigners, ostensibly in the country for employment or leisure purposes, and often holding work permits or employment passes, were using their time to study, which is strictly illegal if they do not hold a student pass.

New relations

A graduate programme in international relations is to be established at the University of Colombo, linked with the American University of Washington.

It is anticipated that the American university will provide training facilities for Lanka teachers in the United States and assist in holding seminars and workshops in Colombo. The eventual setting up of a school of international studies in Colombo to serve the region is envisaged.

Spare time

Educational radio in Nigeria will resume shortly, Mr George Bako, director general of the Federal Radio Corporation of Nigeria, has announced. The service went off the air several weeks ago as a result of a fault at the Jde transmission station and broadcasting will recommence as soon as the necessary spare parts can be obtained.



Australia hopes to attract medical students who hurriedly left Grenada

Australian plan to cash in on US medics

from Geoff Maslen

MELBOURNE

A leading medical writer has come up with a novel idea to earn Australian university medical schools a cool \$90m a year while at the same time overcoming a threatened glut of doctors.

The scheme relies on Australian academic prestige, American wealth and the demand by United States students for medical courses. It would involve Australian medical schools offering half their 12,000 student places to Americans desperate to become doctors.

The US students would, in theory at least, be prepared to pay \$15,000 a year in fees for the privilege of studying in the Antipodes. This is almost exactly 15,000 times more than local students have to pay.

Of course, there is one catch: the Americans would not be the scholars equal of the Australians. Indeed, it seems they would be bottom-of-the-barrel medical students who have to be right at the top of the academic tree to gain admittance to the much-sought-after medical courses. But, according to Dr Alister Brass, editor of the *Medical Journal of Australia*, the plan would be to everyone's advantage.

Dr Brass points out that there are 15,000 to 18,000 young Americans studying medicine at "offshore" institutions. This is because they cannot meet the entry requirements of the 112 medical schools in the United States and are prepared to pay up to \$15,000 a year at foreign schools in Mexico, Europe and even the Caribbean island of Grenada.

But the lack of academic standards and poor clinical facilities at many of these overseas institutions, has meant that New York State, and now California and Florida, have barred about 20 foreign medical schools from their list of accredited establishments, Dr Brass says.

Between them, the medical schools have an American enrolment of more than 3,000 students.

Meanwhile, in Australia, if doctors continue to graduate at the current rate, their numbers could be more than

46,000 by the end of the century - an increase of 63 per cent on the present total. This would amount to one doctor for every 405 members of the general population, compared with the present ratio of about one to 520.

Looked at another way, this means Australia is graduating per unit of population, about 37 per cent more doctors than the UK and some 30 per cent more than the United States. And these figures only take account of the home-grown physicians; they do not include foreign medical graduates who choose, or are allowed by the federal government to migrate to Australia.

Already, some Australian universities have had to cut their medical school intakes by up to 17 per cent this year - a measure rated as "too little, too late" by the Australian Medical Association, which has called for a 30 per cent reduction over a number of years.

For his part, Dr Brass says that to close down three or four of Australia's 10 medical schools - a draconian but probably effective solution - would clearly be out of the question.

"The obvious solution to both the Americans' plight and our own oversupply of places, is to begin negotiations immediately with the appropriate American authorities," he says.

"We should open, say, 50 per cent of our medical school places to those students now getting a third-year education in the Rum belt diploma factories."

"This would be no problem in the Australian medical schools gaining accreditation, as they were already acknowledged equal to the best schools in the US. Immigration questions would not arise, as the American students would not be interested in staying away from home any longer than they had to."

"Americans, especially since *The Thorn Birds* and Paul Hogan, love Australia, so there will be no culture or language problems," Dr Brass says.

"Once the system is working and we have Americans in every year of medical training (say 50 per cent of 12,000 times \$15,000) that will earn our medical schools \$90m a year. Let's get on with it."

Dr D. H. Moreby, dean of the faculty, admits that back in 1966 "we were just a bunch of sailors". But now the faculty has been transformed. Two degree courses, in nautical studies and shipbuilding, a master's degree in international shipping, two postgraduate diplomas in hydrographic surveying and shipping management, 18 research students, an expanding research output, the lion's share of first-class degrees awarded to Plymouth students - these are the new achievements of the faculty which now overshadow its old bread-and-butter work in masters' and mates' certificates.

But it is not simply that the faculty's standards have been upgraded; its control of gravity is moving slowly away from the sea. Despite the salt air blowing from the Hoe the faculty's courses are as likely to be concerned with retailing and transport management and its research with the fire structure on Plymouth's buses or the problems of regional air transport and traditional nautical practices and preoccupations.

Dr Moreby, himself an extra master, explained that the continuing contraction of Britain's merchant fleet was a "constant worry". Only four nautical

Peter Scott assesses Plymouth Polytechnic's growing strength and status

A new flagship in the poly fleet

Plymouth Polytechnic owed its foundation to geography and not to the quality nor the amount of advanced further education in the city in the pre-polytechnic age. But in the last 10 years it has made quiet progress from somewhere near the bottom to somewhere near the top of the polytechnic league.

In a sense Plymouth is the Bath of the non-university sector. Like Bath University it has been able to attract good students, mainly because of its attractive geographical setting, and so build up a strong base in science and technology at a time when less favoured institutions were finding it difficult to recruit enough students in these subjects to maintain their traditional strengths.

Dr Michael Robbins, Plymouth's director, calls it "the Bath syndrome". Success has bred strength. Now strength will breed further success. Just as the centre of Britain's industrial strength has moved from the north and even parts of the midlands and is now relocating around or south of the high-tech corridor created by the M4 from London to south Wales, so leadership in science and technology is moving south - back to Cambridge, to London and Bath - and in the far south-west to Plymouth.

This drift to the south in industry and science has turned an institution that 12 years ago barely rated the description of a polytechnic, a scattering of advanced courses around a rather traditional nautical school, into a driving institution. Dr Robbins is quite blunt. "What we Cranfield in its sights. That is what we would like to be in the next century."

Today the polytechnic has almost 4,000 students, about 4,800 in full-time equivalents. It is organized in five faculties: science, technology including architecture, maritime studies, business, and social science. Unlike many polytechnics, Plymouth has no teacher training and no humanities. These are provided elsewhere in the city by the College of St Mark and St John (Marjons) under the terms of a now crumbling concordat with the polytechnic.

Dr Robbins is more than happy with Plymouth's bias towards technology. He places great emphasis on the applicability of the education it offers, while at the same time stressing its growing stake in research. He often describes Plymouth quite deliberately as an institution offering courses in science, technology and business - maybe to the discreet disquiet of the architects and social scientists.

One way to look at Plymouth is as a polytechnic that is moving from one pole, maritime studies, to another, technology. Maritime studies has been the sustaining core of the institution in its growing years. The decision in 1966 by the then nautical college to become more than just a school for mariners, a role it had filled with distinction but without much change since 1862, and to move into the degrees market was the seed from which the early polytechnic grew.

Dr D. H. Moreby, dean of the faculty, admits that back in 1966 "we were just a bunch of sailors". But now the faculty has been transformed. Two degree courses, in nautical studies and shipbuilding, a master's degree in international shipping, two postgraduate diplomas in hydrographic surveying and shipping management, 18 research students, an expanding research output, the lion's share of first-class degrees awarded to Plymouth students - these are the new achievements of the faculty which now overshadow its old bread-and-butter work in masters' and mates' certificates.

But it is not simply that the faculty's standards have been upgraded; its control of gravity is moving slowly away from the sea. Despite the salt air blowing from the Hoe the faculty's courses are as likely to be concerned with retailing and transport management and its research with the fire structure on Plymouth's buses or the problems of regional air transport and traditional nautical practices and preoccupations.

Dr Moreby, himself an extra master, explained that the continuing contraction of Britain's merchant fleet was a "constant worry". Only four nautical



Dr Robbins (above): he believes the polytechnic's success has bred strength. Now strength will breed further success.

schools were left and some of the most famous had had to close. The key he believed was to diversify. The faculty's strategic working party was already looking at new areas like import/export documentation and materials handling.

However a faculty with a strong core of expertise in maritime studies was in a better position to build on new areas than faculties of transport studies with broader but shallower expertise, Dr Moreby believed. In any case Plymouth was not about to abandon its shipbuilding and close links with the sea. "Our shipping courses are probably better known in New York and Hongkong than in Plymouth," he remarked.

The polytechnic's new pole of attraction is the faculty of technology, twice as big as any other and growing fast. It consists of six departments: four in engineering - mechanical, civil, communication, and electrical and electronic; mathematics, statistics and computing; and standing a little apart, both physically and maybe spiritually, architecture.

In the past four years the faculty has attracted £1.9m worth of research income, including four grants from the Science and Engineering Research Council for more than £100,000. Plymouth has also grown into one of the largest engineering schools in the country, outranking in numbers the three south-western universities of Exeter, Bath and Bristol.

Plymouth has moved quickly to establish the new Finnist-style engineering degrees with their new emphasis on industrial application. All four departments offer, or are about to offer, the Bachelor of Engineering, and the two electrical and electronic and communication departments have collaborated to develop the stretched Master of Engineering course for high fliers.

Professor K. D. Baker, head of electrical and electronic, said that the main difference between the old degree and the new BEng would be a greater emphasis on Alvey material, especially software and artificial intelligence and on project-based teaching and self-learning. The MEng component would give brighter students a strong commercial flavour by emphasizing design and product integration. "If the BEng trains students for practice and research, the MEng trains them for broader leadership," he explained.

The faculty's research strength is visible for miles around - in the form of a satellite dish on the top of the Hoe, the polytechnic's tallest tower. Although in the past civil engineering attracted much of the research, the pace has now been taken up by communication and electrical and electronic engineering. The former's habit of monitoring the dramatic shorthand symbol of the department's growing expertise in telecommunications, while the latter's research effort has received a recent fillip from the arrival of Professor Baker and three colleagues from Sussex.

But the dean of the faculty, Professor D. E. Fussey, insisted that despite these high-tech achievements in re-



search "we are plumbers here as well. We build our rigs to test our theories." The two non-engineering departments in the faculty stand a little apart. Mathematics, statistics and computing tries to offer computer courses with a human face. The department's four-year sandwich course in computing and informatics attempts to place information technology in a broader context with lots of emphasis on the behavioural and organizational aspects. Dr P. G. B. Enser, the head of department, explained that the plan was to produce broad-based systems analysts rather than narrow computer scientists.

Architecture, despite its incorporation in the technology faculty, half acts as the polytechnic's humanistic core (with a little help from social science maybe). Its tradition is in architectural design rather than architectural engineering, which may distance it from the rest of the faculty. But two years ago the department established a computer aided design unit, although as a teaching instrument not a research facility.

Fish and food could be said to sum up Plymouth's science faculty. It has a strong bio-bias. Although biology and geography have their own departments, the old core science disciplines like physics and chemistry have been tumbled into a capacious department of environmental sciences.

Biological sciences is probably the strongest department, with a diploma, degree, and master's course, and a strong stake in biotechnology research. Investigation of cold tolerance in the hope of producing a frost-resistant cauliflower is one example. At present the department collaborates with Seale Hayne, a direct-grant agricultural college 30 miles away in Newton Abbot, in a BSc in agriculture. But Dr Robbins already has agricultural marked down as one of the polytechnic's "gaps", which may suggest that Plymouth has unsatisfied ambitions here.

The Plymouth Business School, the fourth faculty, has found it difficult to break out of the full-time, school-leaver ghetto. Its full-time courses, a BA and an HND in business studies, recruit well. Professor D. W. Cowell, the school's dean, is confident that they will continue to do so when the common polytechnic admissions scheme is introduced, because of Plymouth's favourable geography.

But because of Plymouth's position in the region's restricted population it has been much more difficult to build up viable part-time and continuing education courses in management. Pre-retirement seminars on setting up your own business for servicemen and a thriving club for small businesses in the city are not really a substitute.

The fifth faculty, social science, is a little defensive about its position in a time when social science is in such high political disfavour and in a polytechnic with a strong bias towards technology. "We sometimes wish we could invent a ghost humanities department so that it could be closed first," one member of staff said, only three quarters joking. In fact the social sciences play a key

role at Plymouth. First they have to carry most of the burden of the polytechnic's commitment to the community. Much of the faculty's research effort is in that mould; studies in seasonal employment, rundown Cornish villages and victim support groups are recent examples.

Second, the faculty plays a full part in the work of the rest of the polytechnic. "We have not retreated into a social sciences ghetto," explained Mr Adrian Lee, head of social and political studies and acting dean. "Environmental science, computing and informatics, business studies - these courses could not run without social science." But he added that social science had to have its own discipline and own research base if it was to continue to meet the needs of other faculties.

Third, the social science faculty has kept Plymouth's combined studies programme, both degree and Diploma of Higher Education, afloat. This modular scheme with major "pathways" in subjects ranging right across the polytechnic from applied biology to transport enrolls more than 600 students. Although Plymouth has now reverted to a traditional faculty structure which may inhibit future modular developments, combined studies remain an important part of the Plymouth package.

Plymouth has many natural advantages and more that it has made for itself. Its geography is a clear asset - in the eyes both of students who like to study in the warm south-west far from urban grime and of the National Advisory Body with its well-developed regional sensitivity. Its subject mix is an equal asset - a lot of science and technology, a little social science, and no humanities at all. Within this broad mix its detailed expertise is equally focused on how better to approach the 1990s with strengths in electronics and communication and a bio-bias.

But the polytechnic also faces difficulties. The first is the flip side of the Bath syndrome; the very qualities that attract full-time students make it difficult to build up part-time and continuing education because there are not enough people to make such initiatives viable in too many cases.

The second is a particular concern of Dr Robbins. Plymouth is already among the most cost-effective polytechnics. Further budget squeezes would begin to have a substantial effect on quality. Moreover, Devon is a rather paternalist authority determined to cherish all its institutions. So if the NAB acts harshly towards other Devon-supported colleges like Rolle or Dartington the polytechnic may be asked, or told, to help. Dr Robbins refers to this without affection as "the Dear Octopus syndrome".

What Plymouth wants, but may not get, is a substantially increased equipment budget as its research effort begins to take off, greater freedom to act entrepreneurially and a dominant role in any rationalization of higher education in the south-west. From London a merger with Marjons or even Seale Hayne looks logical enough; in Plymouth it all looks much more difficult.

The limits to public inquiry

In the flurry of activity on the question of research in polytechnics and colleges, last week's report by the Council of National Academic Awards represents the most robust claim yet for a leading role for the public sector. The council's 32-page report pulls no punches in its criticisms of central and local government and makes the case for a rather more ambitious research network than that currently envisaged by the National Advisory Body.

Indeed, the CNA's policy statement certainly goes further and could be seen as contradicting the joint statement by the NAB and the University Grants Committee in their submissions on long-term strategy. That said: "The general leadership of the universities in research work is recognized and reflected in the funding arrangements of the two sectors, but we agree that there is a legitimate research role for public sector institutions, both to support and sustain teaching and as a contribution to the advancement and application of knowledge."

The CNA's view is different at least in emphasis and tone. It concludes a section on the philosophy underlying its policy with the natural concern that an adequate level of research should support degree level teaching. "Universities and institutions engaged in degree course work in the public sector cannot, therefore, be distinguished on any ground of principle in their concern for research, although there may be differences of content and emphasis," says the report. "Moreover, council does not accept that, given a wide range of course content and objectives, there can be a useful division between institutions which concentrate on teaching at undergraduate level and those which concentrate on research."

It is a contentious view, especially for a working party chaired by a vice-chancellor, Professor Geoffrey Sims, of Sheffield University, and one which is only partly mitigated by the unusually wide definition of research. The report interprets the term as covering a wide range of intellectual and scholarly activity, including "fundamental and applied research, consultancy, professional practice, scholarship, creative work and related activities".

Nor does its line on disciplines accord with the views expressed to the NAB board by the Department of Education and Science. The DES representatives were anxious not only to keep down the sum committed to a NAB research fund but also to ensure that it was open to a carefully restricted group of institutions for science and technology alone.

The CNA, by contrast, stresses the importance of areas such as health, education and the social sciences, which it feels have been ignored because of the obvious link between science and technology and wealth creation. Its report encourages institutions to adopt "a generosity of approach and evaluation among peers... which recognizes that attempts at a solution of social problems also contribute to wealth creation and should, therefore, enjoy comparable attention to that paid to research in science and technology".

Local authorities are criticized for preventing colleges and polytechnics from keeping much of the money brought in through consultancy work, for negotiating conditions of service which provide no incentive for undertaking research activity, and for imposing unnecessary restrictions on the appointment of readers. And there is predictable criticism, too, for the system of finance for making little or no explicit provision for research support, handicapping institutions in their efforts to provide a sufficient research base to attract support from the research councils.

John O'Leary

Patricia Santinelli reports from the Inspectorate's conference on youth training

A question of quality . . .

Signal reading, we were told, was the purpose of the Ministry's Inspectorate's conference held in Scotland last week, an event which had the blessing of Sir Keith Joseph, Secretary of State for Education and Science. As one inspector said, he had read the small print and asked when to expect the follow-up to the Inspectorate's report on the Youth Training Scheme in further education.

To this end the HMI and the Department of Education and Science had invited a mixed group - representatives from local authorities, further education colleges, a smattering from industry, the Manpower Services Commission and other organizations, all deemed to have influence on policy.

Their role was to provide some answers about quality in the YTS - the true buzzword of 1984 as we were reminded by Mr Tom King, Secretary of State for Employment at the Conservative Party conference - and how it should be implemented and monitored.

In the end this was a question to which the conference could find no simple and direct answer, although no doubt the speakers, the seminar groups and individuals in informal discussion did all attempt in some way to identify what it actually meant.

If the conference came nowhere near to answering it it may well be because there remain too many issues which need to be solved urgently before quality (whatever it is) can be implemented.

Perhaps one of the most disturbing issues, and one which affects quality indirectly, is the attitude those concerned with the YTS have to the training. While many delegates at the conference who felt seriously about the plight of so many youngsters who have little chance of finding employment, through no fault of their own, there were quite a number who had

mentally segregated and relegated this group of the dustbin.

Too often, without being aware of what their words conveyed, they referred to the youngsters as being of low ability, unable to go further, and for whom little could really be done. Moreover they expressed great surprise if one of the youngsters showed any ability whether academic or otherwise, because he or she had after all "come from the gutter".

One delegate pointed out that if our ambitions for these young people continued to be so low, what chance did they have, and what chance did our society have?

Another delegate said that the YTS and these attitudes to the trainees reflected our failure to break down the artificial barriers between academic and vocational education. Until this was done, there would be little opportunity or recognition for this group of youngsters.

Another issue discussed generally during the conference and by delegates in our seminar group was the impossible situation created by the MSC's administration, or rather maladministration, of schemes. The continued effect of the disparity between central and local instructions was taking its toll on local authorities and colleges. Not only was this eroding the confidence of providers but it made them callous towards young people, so concerned were they with their profit and loss accounts.

In the same vein, there were important questions about the funding of the scheme and the variety of fees being paid to colleges, as well as the attempt - without any opposition from the MSC - by the Construction Industry Training Board to impose very low levels of payments. Related to this were questions on the resources available, the fact that many local authorities were subsidizing the YTS and what was value for money in terms of

running the schemes. Many delegates argued for the urgent need for stability if quality was to be achieved. It was generally felt that cuts in Mode B provision regarded in many places as offering high quality were senseless. Diversity was badly needed if all trainees and their different needs were to be met.

Another argument, and one which seems to split colleges from each other as well as local authorities, was about who could actually provide off-the-job training. Should the colleges seek to extend and retain their work in this field, or should they just give in to other providers?

One delegate felt strongly that colleges should market themselves and seek new work in different fields, for their experience went back many years in comparison to outside agencies. Others felt that colleges ought to provide only a minimal amount of this kind of training, except perhaps in the Mode B field, because they were not well equipped, and in some cases incapable of the flexibility required.

Many delegates felt concerned about the links between the YTS and employment. In many areas youngsters would not find jobs and it was vital that they should be offered survival skills which would enable them to cope with unemployment.

As several delegates pointed out, trainees might get jobs this year because there was currently a great drive by all concerned to achieve this. But what about next year and the year after - especially if the current state of the economy continued.

Another issue centred on qualifications. YTS trainees would have none, yet we lived in a country where employers, individuals and parents believed in and expected qualifications.

Yet another point raised was whether training should be specific or broad based. It was felt that many



Mr Walker: "no extra money"



Dr Tolley: responsible for quality

employers insisted on specific training, the trainees and their parents preferred it, yet the whole ethos of the youth scheme was slanted towards broad-based training. Did the MSC intend to move towards more specific occupation-based training?

Many delegates, too, expressed concern about the relationship between the DES and the MSC. It was felt that there was non-productive competition between the two departments, and that considerable disparity existed in the funding of projects.

Chips are up for trainees

Oven-ready chips have taken on a new meaning since the HMI conference for it included visiting to see YTS trainees in action, which in the case of one group turned out to be McCain, manufacturers of this revolutionary method.

The company had not arranged a trip round its plant near Scarborough but the visitors did meet the trainees and were given a briefing by McCain's enthusiastic training manager, universally known as Steve.

McCain is a Canadian company owned by one man. The decision to take on YTS trainees, 80 per cent of them the children of employees, had come from the managing director himself.

It has been a novel experience for the company which does not employ many young people, preferring older staff because much of its work involves shifts.

Steve said: "As a result none of the ten, or rather nine as one dropped out, have been put in the difficult position of thinking that they might be stealing jobs from other youngsters."

Most other employees, and not just the managers, had been very enthusiastic and helpful.

The training manager said employees were quite envious of the training that YTS youngsters were receiving and that as a result he had been able to develop some of his ideas for in-house training.

The company decided to take only 10 trainees because it wanted to provide a high quality course, providing for a mixture of academic and lower ability youngsters.

McCain decided that only those training in the clerical and engineering sections would go to further education college, the rest would be trained in-house. So they employed a life skills tutor.

For some of them, it is only after nine months on YTS that further education has any appeal. Malcolm, for example, who is to be taken on by the company as a machine operator has decided to follow a welding course.

The training manager would have liked the colleges' contribution to be greater, but this had not proved possible because they did not offer a range of short courses which would have been suitable.

He is currently searching for a food technology course for Stephanie, who is to work in the company's research and development laboratory.

Most of the McCain trainees have succeeded in getting jobs, mainly with the company. Steve pointed out that if they had not at least the course had prepared them to face unemployment with greater confidence.

One young man, the only one to get a job outside, was joining an engineering firm this week as an apprentice. He had discovered his ability during the course, and said proudly that he had found the job himself and had been much better prepared for the interview than before.

There have, however, been some problems on the course. For example one youngster's father disapproved of the YTS and wanted his son to leave. Another youngster needed a lot of personal attention. He enjoyed packing, but when asked to do anything else more complicated tended to disappear.

Most of the trainees said that they had enjoyed working for the company and one had gone as far as to write to the managing director thanking him for the course.

The trainees seemed to have enjoyed most a residential weekend near Lake Windermere.

McCain is planning to expand its YTS scheme and possibly link it to an apprenticeship. It has, however, been rather put out because the MSC will not give it control of a YTS scheme in Peterborough, where it has another plant, insisting that they should only provide work experience.

It could face other problems. For example the managing director wanted to increase the trainees' allowance. He was only dissuaded when told this might affect other schemes in the area and eventually reached a compromise whereby trainees received bus passes, free dinners and equipment.

Questions and answers

Maggie Richards reports on the results of a project providing study opportunities for the unemployed

In 1979 the district committee of the Workers' Educational Association in south east Scotland posed itself a fundamental question: how best to cater for the educational needs of the unemployed?

Diverting some of its scarce resources for the task, the committee began by embarking on a detailed investigation aimed at identifying the needs as expressed by the unemployed themselves, and then translating these demands into a visible programme of study.

Five years and one pilot project later, courses for the unemployed held in the centre of Edinburgh have become a mainstay of WEA provision in the city, running on two days a week and attracting so many applicants that waiting lists have had to be opened.

The progress of the project, the development of the curriculum and the approaches adopted by individual tutors are all documented in the recently published *Adult Education and the Unemployed*, co-edited by two of the staff most closely involved, Sally Griffiths, WEA tutor organizer in Leith, and Colin Kirkwood, WEA district organizer for South East Scotland.

In conducting the initial survey, the researchers were determined to elicit responses from the most severely disadvantaged among the unemployed, and so concentrated on those out of work for some time, the unskilled and semi-skilled, women, and those who had left school aged 14 or 15.

Extensive interviews were finally held with 15 men and 16 women. Each session lasted for between 60 and 90 minutes and was conducted, with one exception, at the interviewee's home. A series of prompt questions was devised, ranging over such issues as social background, aspirations and identifications of possible educational interests.

The survey revealed that uppermost in the minds of the majority of interviewees was a desire to improve their abilities in English language and literacy, ranging from requests for basic skills tuition to pleas for courses on Shakespeare.

Some, in response to later question-

ing, revealed an ambition to write professionally. One, brought up by a series of foster parents, already planned an autobiography entitled *Queen O' The Orphans*.

Next in popularity came a demand for instruction in basic mathematics, arithmetic and welfare rights, followed by political, social and economic interests. Minority interests included psychology and relationships; Scottish themes on history, literature, culture; women's studies; history; philosophy; science and technology; and business ventures.

In a social context the response also revealed a depressing picture of unsatisfactory experiences in initial education, lost opportunities, and lack of confidence, culminating for a section of the interviewees in a wish to escape or an almost total withdrawal from life.

Most still emphasized their desire to obtain work. But many, despite lengthy periods of unemployment, were insistent that the job would have to be worthwhile.

Questioned about previous experiences in employment, the vast majority declared an intense dislike or outright hatred of their jobs, with frequent reference to such terms as "unfulfilling", "monotonous", "useless" and "soul-destroying". Many connected their failure at school to further failure in employment, and the recognition that work would not provide any job satisfaction.

A rapid change of jobs also marked the employment pattern of a large proportion of interviewees. In the most striking case, one person had managed to switch from job to job in skilled, unskilled and professional areas, amassing a total of 25 jobs by the age of 33, and spending on average four months in each post.

All those interviewed were encouraged to take up the offer of a place on a new pilot course. Fifteen of them,

seven women and eight men, accepted. Only two of these subsequently dropped out of the scheme.

Meanwhile three agencies had joined forces to collaborate on the project. The Scottish Adult Basic Education Unit was approached for financial aid, while independently the Edinburgh University Settlement had expressed an interest in assisting the unemployed. A small team culled from these two organizations and the WEA met to review the results of the interviews and to devise an outline curriculum and the educational approaches to be adopted.

For the pilot course much time and effort was expended in trying to fit demands for various types of study into a suitable combination. Since then the technique for arranging the curriculum has been modified.

The book's coeditors explain: "We have gradually realized that the study interests as expressed by those interviewed cannot be taken as a final prescription, but as a guide to broad zones of felt need or curiosity."

The initial curriculum envisaged a one-day-a-week programme of study, lasting from 9.30 am to 3.30 pm, and spread over a five-week period. The timetable was split into three components. In the first section participants could choose between politics and sociology; tackling problems; human relations; or women's studies. Options for the second section were offered in basic skills; a writers' and readers' workshop; and Scottish studies. For the third and final session of the day students were to cover one topic each week embracing health; operating a small business or community enterprise; unemployment; welfare rights; trade unions.

As a pre-course briefing for tutors emphasis was laid on the importance of

responding to the concerns expressed by the prospective students at the interview stage. Attention was also drawn to the battered self-confidence of the unemployed, and stress given to the need to draw on and further explore the experiences of the participants.

Originally external assessment of the course was planned, but administrative problems later made this impossible. Course tutors were invited to submit their own reports, which form a major part of the book.

But the main form of assessment had to be related directly to those responsible for the study programme - the students themselves. And, having adopted this principle for the pilot scheme, the idea of appointing external assessors was abandoned. In the three years since the pilot project students' comments and the reactions of tutors to them, have become the main means of further developing the curriculum.

After completion of the pilot course students were asked to attend an additional meeting to relay their feelings about their studies. Strong views were expressed about teaching and learning methods, with the students wanting to give their own opinions and explore their own problems. Some requested therapy as well as education.

From their comments it appeared the participants had benefited hugely from working in small groups, where they felt secure. In larger groups they felt afraid, but their fears could be mitigated by skilful leadership on the part of the tutor, encouraging participation by every member of the class.

Overall, the students reported positive enjoyment, and stimulation of interest, though most had been frustrated about the breadth of choice. A few wanted to be offered the opportunity to sample everything on offer. They all expressed the desire to continue studying.

Adult Education and the Unemployed, £4.50, edited by Colin Kirkwood and Sally Griffiths, published by the WEA, Riddles Court, 322 Lawnmarket, Edinburgh EH1 2PG.

Two year YTS? Not a chance, says DES under secretary

The Government had ruled out extending the Youth Training Scheme to a two-year programme at public expense, Mr Roy Walker, an under-secretary at the Department of Education and Science told the conference.

"I know that my colleagues in the Manpower Services Commission are thinking creatively about ways of dealing with unemployed YTS trainees, but there simply is not another crock of gold," Mr Walker said.

It was also hard to envisage any government lightly abandoning programmes designed to ensure that those who left education in a period of high unemployment received appropriate treatment.

The improbability of a two-year programme was later confirmed by Mr Ken Atkinson, director of the MSC who said that it was not only a question of resources but also the content of a two-year scheme. Discussing the role of the further education service in the YTS, Mr Walker stressed that management, and control were fully in the hands of the MSC. The off-the-job element could be provided by so called "training firms", therefore further education had no guarantee and must compete.

Turning to quality in the YTS and the views of officials and ministers, Mr Walker said that two things were wanted - high quality and a practical

approach, which acknowledged skills competence and experience rather than book learning. He added that the problem came when one tried to develop workable systems that could be run by ordinary conscientious lecturers and training supervisors.

Discussing links between the CPVE and the YTS Mr Walker outlined three possible models for setting up a relationship between the two programmes.

These were partial certification with YTS trainees obtaining credits towards a CPVE qualification, and full certificate for individuals completing a YTS programme. The third possibility was a parallel certificate which would enable a YTS qualification to be offered alongside the CPVE.

He warned that the education system should know when to stand firm. There had to be limits to the scope for tempering the entry requirements for vocational courses to the practical experiences of YTS trainees.

● The Youth Training Scheme stood in grave danger of being discredited. Its focus should urgently be moved away from the assumption of subsequent employment towards other alternatives, Mr Tony Watts, director of the National Institute for Careers Education and Counselling warned delegates.

Mr Watts said that although the YTS had been set

up primarily as a training programme, its creation at a time of high unemployment had introduced particular strains, not helped by ministers continually quoting the scheme as their response to youth unemployment.

"The reality is that the success of the scheme is likely to a considerable degree to be evaluated not as a training programme but in terms of its placement rates. In some parts of the country these are bound to be low regardless of the quality of the schemes," he said.

"Therefore, the more the design of YTS is based on the assumption of subsequent entry into employment, the greater the danger that the programme will be discredited for reasons beyond its control."

Mr Watts disputed the assumption that a programme focused towards employment could benefit those who might become unemployed. Evidence showed that the self-confidence gained by attending a scheme was not sustained once the youngster returned to the dole.

Skills and attitudes required by those who became unemployed were not necessarily furnished by training and in some cases actually hampered. Some skills acquired for employment could not be used outside it because they relied on appropriate machinery.

Mr Ned Norris, the senior inspector who likes to pretend to be both frangible and eccentric reminded us by his attitude that perhaps the Inspectorate was the warm human side of Sir Keith Joseph, Secretary of State for Education.

It may of course have something to do with Mr Norris's background player in a band at the Hammermith. On the other hand it may well be because he blatantly enjoys these affairs. He knows exactly when to deliver the punch lines and trigger laughter.

This only left us with the Manpower Services Commission speaker. In this case it was Dr George Tolley head of the commission's new quality branch.

Dr Tolley was suffering and this was not just because he had flu but because quality, as others have found it, is an incredibly nebulous subject. He had to be admired, even wishing to come to grips with it.

25 years of talking the same language

Ngaio Crequer asks Randolph Quirk about the Survey of English Usage

In 1959, Randolph Quirk, then a Durham professor, mused on a paradox: English was one of the world's most thoroughly studied languages yet a comprehensive and accurate collection of data of spoken and written English did not exist.

Nearly one million words later, the Survey of English Usage, which he founded at Durham and then moved to permanent location at University College, London, is this autumn 25 years old.

It claims to be the most important corpus of analysed English available anywhere in the world. It has spawned from Quirk and his 1960s University College London colleagues Sidney Greenbaum, Geoffrey Leech and Jan Svartvik, the 1974 *A Grammar of Contemporary English*, the most widely used reference grammar in the world, and its two derivatives *A University Grammar of English* and *A Communicative Grammar of English*.

In May next year the four authors will publish a more comprehensive, up-to-date and expository title, *A Grammar of English*. As well as their work, scholars from all over the English-speaking world have drawn on the Survey for Research in English.

Quirk explained in an address to the Philological Society in 1960 what had prompted him. So many grammarians gave only hypothetical accounts of English grammar. They were forced to invent illustrations because there was no body of actual recorded usage to draw from.

One of his early goals was to try to do for grammar what the thought had been well done by the *Oxford English Dictionary* for the lexicon. In his descriptive register of forms and meanings.

Although some primary sources

material existed it was sporadic and concentrated on the rare and exceptional rather than the commonplace. He was minded of a quote by Murray in 1884 that "all the books which had been read for the Dictionary ought to be read over again, with instructions to the readers to make slips for all words that do not strike you as rare, peculiar or peculiarly used."

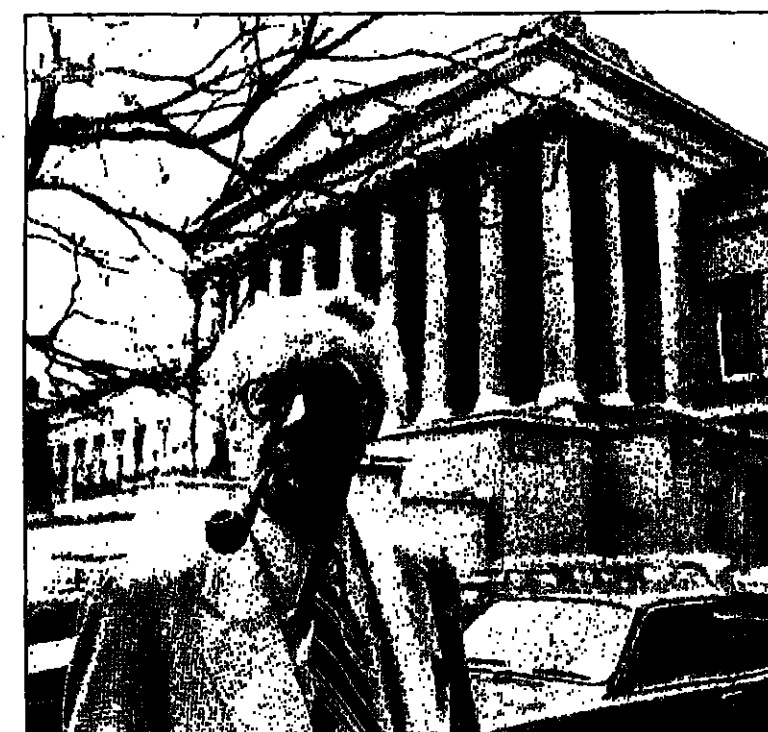
The survey is an assembly and analysis of a range of samples of spoken and written English. There are so far 163 samples or "texts" (eventually there will be 200, 100 written and 100 spoken) of about 5,000 words each.

All the texts are of "educated" English spoken or written by native British people. This makes the field manageable and allows an attempt at the construction of a core grammar.

But as Quirk said at the beginning: "It is an important feature of a language's 'style reservoir' that there should be a periphery of relatively dubious usage which the timid avoid, the defiant embrace, and the provocative exploit: we may compare our mild fun with 'the didn't work', scholars from all over the English-speaking world have drawn on the Survey for Research in English."

The survey is only concerned with English since 1950. The texts cover a wide range. One currently being analysed is a business conversation between three social workers and a psychiatrist. Another is a conversation between two architects and a client in the client's kitchen which was surreptitiously recorded. The survey includes a reasonable amount of surreptitious recording (permission is always sought afterwards) to increase the variety of the raw material, and ensure unscripted material.

Another example is a recorded tape of one of the shows at the Royal



Randolph Quirk outside University College London

Academy. Then there are novels, plays, poetry criticism, the sciences, law, politics, religion, newspapers. Broadcasting is counted as written material because it is written to be spoken.

Legal and statutory material is included, but very little, because the stylistic features are so different from other data. Sermons, newspaper leaders, advertisements, love letters, examination answers and political manifestos are all included.

The analysis then begins. For each spoken text, about 100 prosodic and paralinguistic features are marked. This means the stress, pitch and intonation, and then the volume, speed of delivery and rhythmic features are noted, and transcribed.

Then comes the grammatical analysis. First there is a "closed category" analysis. These are words or phrases like "a, he, so, the, could, another" which are literally closed. When we create new vocabulary we do not create new prepositions, articles or pronouns, but commonly

create new nouns, verbs or adjectives. There are about 400 "closed category" items in English and an analyst will go through a text, listing each one on a separate typed slip.

Then some 65 grammatical features are recorded. These include prepositional phrases, adverbs, finite and non-finite clauses, exclamatory noises, negation, names and direct speech. As some of these are a question of interpretation all analyses are double checked. Each feature goes on a separate typed slip.

All that constitutes the first stage, analysis of the material. In some cases there is a second-stage analysis when these features are sub-categorized. For example, Professor Greenbaum, who took over as director of the survey in 1983, when he became the Quain professor of English language and literature at UC, did his PhD on a study of adverbs, showing how they fell into three major categories.

All the slips are kept in filing cabinets on survey premises at UC.

But a "daughter project" was carried out by Professor Svartvik at the University of Lund in 1975 when he took 87 of the spoken texts, carried out a simplified prosodic transcription and put them on to computer.

Svartvik is directing the Survey of Spoken English at Lund and experimenting with putting onto computer a grammatical analysis of the spoken texts. The aim, ultimately, will be to put all the survey onto computer, but this will require substantial funds.

In 1977 two survey researchers edited a book, *Studies in English Usage* which showed some of the possibilities for the uses of a corpus in modern linguistics. In 1978 Longman's *Dictionary of Contemporary English*, a major work, used grammatical information from the Survey of English Usage.

The four UC authors are still very active in their subject. Professor Svartvik, assistant director of the survey in the mid-60s, now directs the "daughter project". Professor Greenbaum, a Hebrew and English scholar, did his PhD under Quirk. He taught in the United States for 15 years, and now directs the survey.

Professor Geoffrey Leech was a lecturer at UC and is now at Lancaster University directing a computational linguistics programme. In this he collects written material to facilitate comparisons with the Brown corpus in the United States, explicitly to compare British English and American English.

Professor Quirk, who held the Quain chair before becoming vice chancellor of London University, will return to the survey in some capacity when he retires from the vice chancellors' post next autumn.

So what next for the survey? It started life with a £14,000 grant from Longmans and has enjoyed financial support from other publishers, charitable foundations, the British Council and of course UC. But to replenish recording equipment, to move over to computer technology, and to expand their work, they are looking for new support.

It has set itself two new goals, to participate in the information technology explosion, and to study style and how this shows the variety in language.

T.H.E.S.

FORTHCOMING SPECIAL BOOK NUMBERS

October 26	Maths and Physics
November 2	History
November 9	Psychology
November 16	Politics
November 23	Biological Sciences

Gladiators who fight in the political arena

The fact that a mere 32.4 per cent of the electorate considered it worth going to the polls in the recent elections for the European Parliament was not something that required the resources of political science to predict. It came as no surprise. It was fully in line with the electorate's behaviour in the previous European election and not far short of the level of participation in local elections.

Only General Elections excite high levels of electoral participation and even in this respect the British, while positively enthusiastic in comparison with those model democrats the Americans, fall well short of the turnout in such countries as Sweden.

It is not altogether surprising that one comparative study of participation a few years ago said of Britain (and admittedly certain other countries) "one may be forgiven for speculating a moment about how the business of representative democracy is ever carried out." This may seem to suggest that the study of political participation upon which we at Manchester's department of government are embarking with Economic and Social Research Council funding is doomed to be a pursuit of the Will o' the Wisp.

But this is by no means all of the story concerning participation. First, this is a topic that has attracted the frequent experience in the social sciences that the scope of the study depends very directly on the definition of the central terms. Second, whatever the level of potential political participation which may be discovered to exist in Britain, we know relatively little about why citizens involve themselves in politics to the extent and in the particular ways they do.

If we consider, first, the scope of what is to count as political participation it is soon clear that the level of electoral turnout is not always a satisfactory indicator. We are seldom very impressed by figures of 98 per cent or more turnout at elections in Albania or the Soviet Union (though we are more intrigued by the meaning of a 75 per cent turnout in the recent Polish local elections).

But, laying aside the special circumstances of the so-called democracies of eastern Europe, turnout in general elections even in liberal democracies is a highly misleading indicator of political participation for the paradoxical reason that it is so central to such systems.

The intense mobilization by the parties' elites, combined with the relatively few legal and practical obstacles nowadays attached to voting set it off from virtually all other participatory activities. It is surprising to find that it is one political activity in which the majority of the electorate engages. It is equally understandable that it has received the most attention from students of political participation: so that the jargon of psephology has almost entered ordinary language, and gadgets like the late Robert McKenzie's famous "swingometer" can be sighted in popular comedy programmes.

For this reason, voting came to be regarded at one time as the baseline for political participation. People could be divided up into "apathetics", "spectators" and "gladiators" as they were called in the pioneering survey of the subject by Lester Milbrath in the first edition of his *Political Participation*. The apathetics who displayed no interest and no involvement in politics were around one third of the American population. About 60 per cent were spectators who voted, read a little about politics and had preferences. The gladiators, who actually went to meetings, campaigned or ran for office, were at best 5 to 7 per cent of the adult population.

The work of Sidney Verba and Norman Nie departed from this uni-dimensional approach and in their study of America published in 1972 (but based on surveys conducted in 1967), and of seven nations (not including Britain) which appeared in 1978, they set the analysis of participation on a new course. Verba and Nie showed that political participation is a multi-dimensional phenomenon and that many people have a tendency to

specialize in certain modes of activity rather than others. Voting is in these terms exceptional because so many do it! Beyond that some people tend to concentrate on various forms of party political campaigning. But it does not follow that these campaigners will also be involved in local community affairs by seeking to contact a representative or an official about some matter affecting the locality. In other words there is not a category of gladiators as such but a differentiated and fairly large category of activists with interests in a variety of types of political involvement.

Similar patterns were found for Britain in a small-scale study undertaken by one of the present authors in connexion with the October, 1974 General Election. First, voting was found to be equally "exceptional". Thus, whereas more than 80 per cent of respondents claimed to have voted in the General Election and previously in those of February, 1974 and 1970 (clearly a slight exaggeration!), only 8.5 per cent said that they were members of a political party and a relatively tiny 4 per cent claimed to be active partisan campaigners.

As far as specialization was concerned, this earlier study also found, as in America, different types of gladiators, each attracted to their own particular way of making their voice heard. Those who voted a lot but did little else, the "voting specialists", comprised the bulk of the adult population as a whole. At 63 per cent of the total, they were far more numerous than any other type. Fortunately for the apparent quality of British democracy they were also far more common than the totally apathetic 20 per cent who claimed they did nothing. On the other hand, as there were only 8 per cent who dedicated themselves to group activities, and 7 per cent who were party stalwarts, British democracy perhaps deserves only two cheers rather than three!

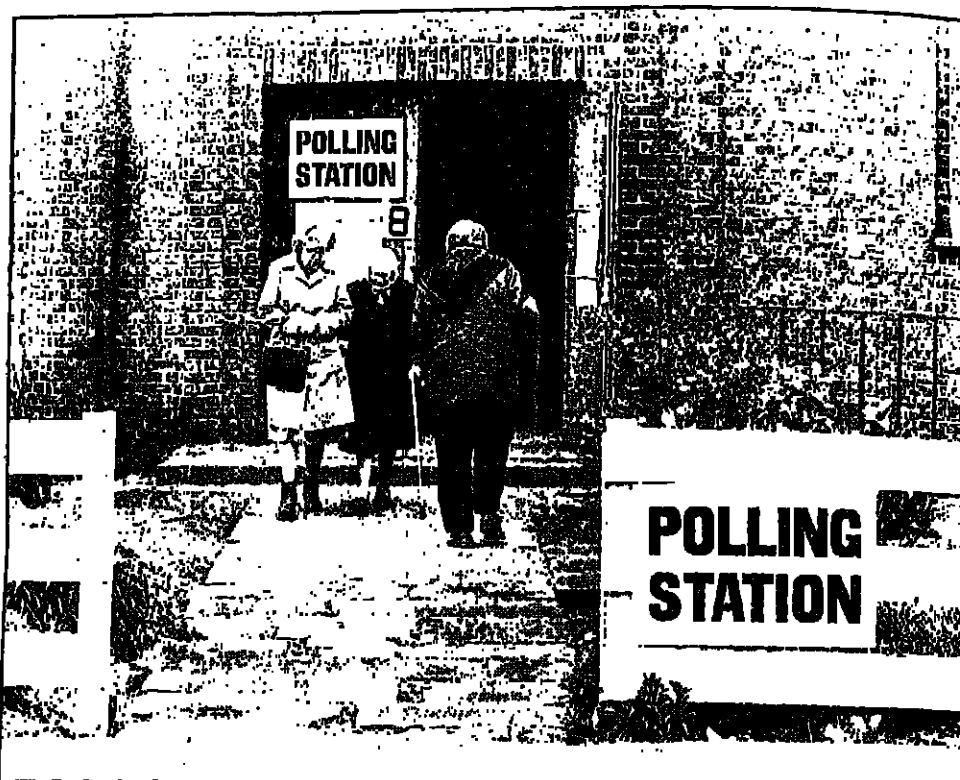
Equally, Milbrath's all-round gladiator who claimed to do everything was found to be rare indeed - a mere 3 per cent of the total. This may add up to a fair number of people on the ground, but it is obviously a very tiny group of citizens who can truly be said to live up to the ideals of a modern democracy.

At the other end of the scale Verba and Nie also discovered the totally inactive. But here too some qualification had to be entered. Some people, otherwise largely inactive, engage in what has been inelegantly termed "particularized contacting", that is they get in touch with a political representative or government official about a problem which affects only themselves or their family - a leaking roof in a council house, a planning regulation with consequences for their business. Yet is this political participation?



Different types of gladiators: Asian women at Grunwick.

The level of electoral turnout is not always a satisfactory indicator of the scope of political participation... we know relatively little about why citizens involve themselves in politics to the extent and in the ways they do.



tion? It lacks the generality of application classically a part of the definition of politics, but it is a political or governmental figure who is the contact and certainly this experience may shape the political attitudes and subsequent behaviour of the citizen involved.

Overall, Verba and Nie succeeded in showing that participation was more differentiated activity than had previously been supposed. Nevertheless, they underemphasized certain significant aspects of citizen activity and entirely neglected others. In their American study, in particular, they did not give full recognition to the involvement of ordinary people in group life. That is, citizens can indeed participate not only through politically active pressure groups but also by joining those groups which, though primarily social or religious, may from time to time be involved in some political or governmental decision at national or local level.

The second area, a case of complete omission, was the extent to which people were involved in various forms of direct action to protest about matters - petitions, demonstrations, blockades of traffic or even violence. This topic was taken up by Samuel Barnes and Max Kaase in a collaborative study of five nations, which included Britain, published in 1979 and based on research conducted in 1974-75. A follow-up survey has recently been conducted but this did not cover Britain. Violence was not found to be sweeping through the liberal democracies. Indeed one difficulty in studying direct action is that so few people engage in it that one is often forced, as were Barnes and Kaase, to study attitudes to such "unconventional" participation and willingness to contemplate doing it.

Even on this generous measure only about 5 per cent in Britain were ready to contemplate the more extreme range of actions such as making political points by damaging property or indulging in acts of personal violence and even here the precise circumstances of their willingness is left uncertain. How many would go so far as some miners if faced with a comparable situation?

Not surprisingly, the survey also showed that those most prone to protest were, above all, young people. The identikit protestor was also more likely than not to be "left wing" and anti-establishment, have a fairly sophisticated knowledge of politics, and to be well-educated, though the odds of being a "he" or "she" were about the same.

The most significant finding, however, was that for a large proportion of the population the repertoire of political acts they had done, or might well do, included the milder forms of direct action such as petitioning and, to a lesser extent, lawful demonstration and boycotts. Before the last election the Labour leadership was in dispute with some of its supporters, and such candidates as Mr Tatchell, over their commitment to Parliamentary politics as distinct from street politics. It may well be that for many of the electorate that distinction is now blurred, although on these as on many other matters they had done, or might well do, included the milder forms of direct action such as petitioning and, to a lesser extent, lawful demonstration and boycotts.

The aim of the British Political Participation Study at Manchester is at least to reduce this ignorance. The study will be conducted primarily by means of a national sample survey of about 2,000 citizens in England, Wales and Scotland and a more concentrated survey of six contrasting local communities in each of which we aim to interview around 400 ordinary citizens and 50 leading figures or "notables". We have taken as our starting point a very broad definition of political participation as "taking part in the formulation, passage or implementation of public policies". We are interested in people's voting patterns, but also in how far they have also campaigned for a party; in the extent to which they have contacted an MP, a local councillor, a central or local government official or the media and what it was about; in the forms of "unconventional" participation in which they may have been involved, such as attending a protest meeting, circulating a petition or going on a march. All these activities are in the broadest sense of the term, concerned with the formulation and passage of public policy.

But there has also been in Britain a long tradition of citizen participation in the implementation of policies and government administration even though argument will rage as to whether their activities are "political". One thinks of service on committees and tribunals concerned with fair rents, social security appeals or industrial injuries. In other cases people may be engaged in voluntary service which, in other countries or circumstances might be the direct responsibility of government - meals on wheels for

instance. Different again would be service as a justice of the peace.

So far we have been considering participation entirely in individual terms, while the characteristic of much political activity is that it is a collective engagement. As well as asking about group membership we are interested to know how far the individual took part in the political concerns of the group and whether this participation was eased or frustrated by the internal democracy or oligarchy of the group.

This last question brings us back to the problem as to why people do, or do not take part in politics. The major theories which provide justifications of participation are rooted in the classics of political theory such as Bentham, Rousseau and John Stuart Mill. These theories can be divided into three main types - instrumental, communitarian and educative. Each has been the subject of profound and often elegant analysis. There has been much less in the way of research into how far any are in fact held by participants and non-participants.

Most research into participation makes the not implausible assumption that people engage in politics for instrumental reasons - to promote or defend the interests of themselves, their families or their groups. The decision as to whether or not one participates will depend on one's estimate of the costs and benefits. An individual may remain largely ignorant, particularly in Britain, of the costs and benefits of a particular policy. The aim of the British Political Participation Study at Manchester is at least to reduce this ignorance. The study will be conducted primarily by means of a national sample survey of about 2,000 citizens in England, Wales and Scotland and a more concentrated survey of six contrasting local communities in each of which we aim to interview around 400 ordinary citizens and 50 leading figures or "notables".

We have taken as our starting point a very broad definition of political participation as "taking part in the formulation, passage or implementation of public policies". We are interested in people's voting patterns, but also in how far they have also campaigned for a party; in the extent to which they have contacted an MP, a local councillor, a central or local government official or the media and what it was about; in the forms of "unconventional" participation in which they may have been involved, such as attending a protest meeting, circulating a petition or going on a march. All these activities are in the broadest sense of the term, concerned with the formulation and passage of public policy.

What does this signify? The answer is that it would surely matter if it were established that participation paid off. If the campaigners and activists did on the whole tend to get the support of decision makers in their policies - a tax concession, the re-routing of a motorway, the retention of a coal-pit - a "bias" in the social and economic background of participants would be politically important.

Two different accounts of the propensity of the better-off to participate are sometimes offered. Very crudely, one account concentrates on the advantages of participation for the lowly; the other stresses the low benefits likely to be gained by the disadvantaged. In the first case it is argued that political participation requires knowledge, time and money, all typically possessed by those with high

F. F. Ridley discusses why the poor would benefit most from the acquisition of political skills

of socio-economic status. A rival view is that politics involves a conflict between groups with different amounts of power. The poorer and less educated are not deterred from participating by their lack of socially-acquired skills but by a rational perception that, as individuals, they simply lack the power, relative to others, necessary to get the results they want from the political system. If they are not going to win it is not worth playing the game.

The more sociological approach has guided the bulk of research so far, whereas the utilitarian approach has not received much direct empirical confirmation. The BPPS team's hope is to be able to provide evidence which will offer a relatively detailed test for both hypotheses through our six community studies.

One of the advances made by Verba and Nie had been to bring together case studies and participation studies. Verba and Nie tested the effectiveness of participation indirectly by asking elites, active participants and inactive citizens what they believed were the most important issues facing the community.

The findings, which are complex, showed that on the whole it did seem that those who shouted loudest were indeed heard. To pursue this aspect of the investigation in Britain we are following a different design to that adopted in the American study.

While Verba and Nie studied a very small number of citizens and even fewer notables in over 60 communities we aim to concentrate on six communities and interview a large sample. These are, as in most social research, uneven on both sides and one must take breadth for depth, at least until day comes when politicians are so lost in admiration for social science that funds are increased *ad hoc*!

The chief advantage of the small-number strategy is that it permits us to study participation in its local context. Ever since Rousseau it has been argued that a strong sense of community identity will be associated with a high level of participation. By studying at contrasting localities, some of which appear on the surface to share certain of the traditional characteristics of community (continuing identity, clear boundaries, stable population) and others which do not, we shall be interested to see whether there is in fact any effect of community on level and type of participation. Does it differ in the village or small town from the suburb or inner city?

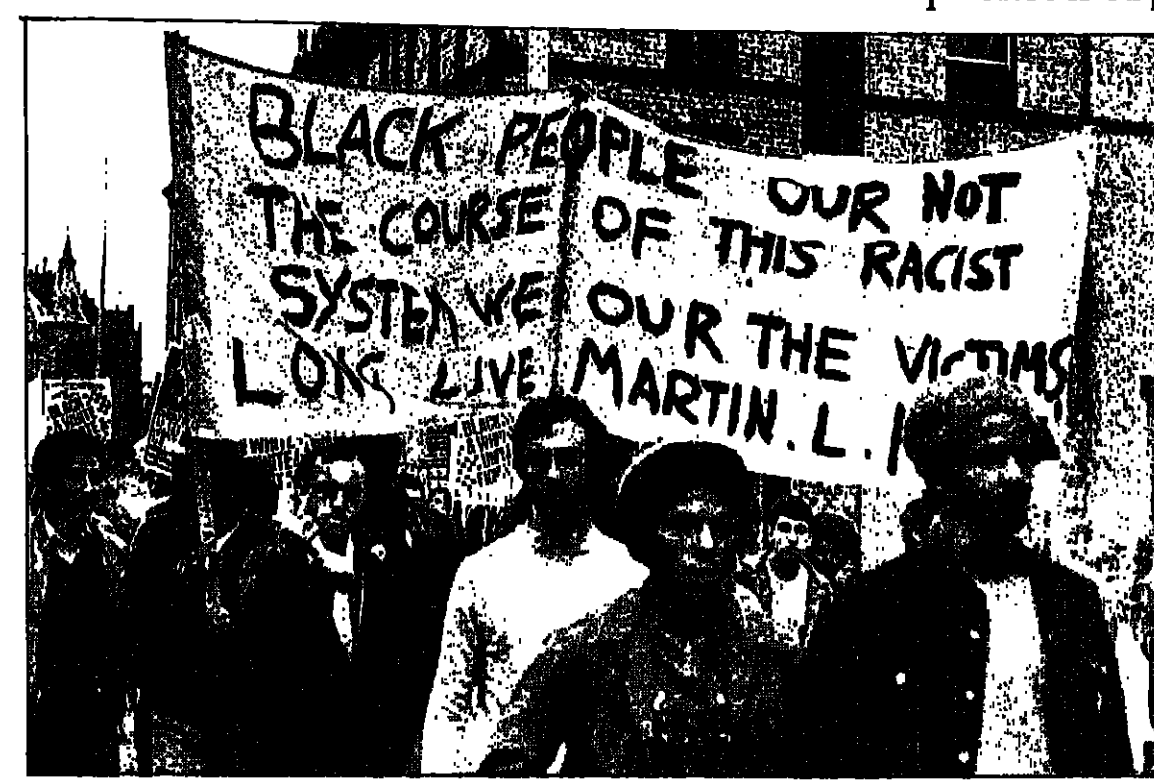
Complicating the issue still further is the possibility that nowadays in a more mobile society some people may share more of a sense of community with others outside the locality than those inside - the rootless academic, the migrant, at home equally in the University of Michigan as in the University of Manchester.

The third grand theory of participation is concerned primarily with the consequences of political activity for the citizen. One of the hopes of such thinkers as John Stuart Mill was that through participating in decision-making citizens would receive a political education. While theorists have tended to emphasize the positive effects of such political education in reinforcing political systems, it is also possible that repeated frustration with procedures or disappointment with outcomes might alienate people from the system entirely or cause a radical shift in attitudes.

Like the communitarian hypothesis educative effects are difficult to measure. One can only attempt a retrospective inquiry to find out how far a person's knowledge of, and satisfaction with, the political system had changed, and then, conjecturally, how far he or she would follow the same political path if a like matter were to arise in the future.

There is a habit in Britain of designing surveys not only among politicians (who nevertheless read the polls eagerly) but among some students of politics. No doubt they do have many drawbacks and it is certainly a mistake to claim for their findings excessive precision. Nevertheless, survey research is based on studying the actual views of the citizens rather than merely theoretical assumptions about them. There are good reasons why they should be democratic rather than inquisitorial societies.

The authors are members of the Department of Government at the University of Manchester.



Political literacy: The spelling may be shaky but "skills cannot be learned in classrooms alone."

A lesson in strength

Since ideology is the superstructure of interest, one expects politicians to talk of representative democracy. For the rest of us, elections offer or seem little more than a call to abdicate power at regular intervals - a choice, often enough, between the disliked and the more disliked. Representative government (even if it were truly representative) is only a small part of democracy, however. The participation of citizens in decision-making and the self-defence of citizens against government is what gives democracy substance.

Political skills often come naturally to the more prosperous sections of society - as a result of their better education, family background, social connexions, professional experience. If not already well-informed, they know how to acquire the information needed to defend their interests; they have the necessary self-confidence and often the status, money and connexions. The situation is different for the poorly educated, the poor, the unskilled workers, the unemployed, the immigrants, the old, the residents of depressed inner-cities - all the disadvantaged of our society. Some are inarticulate and lack self-confidence; some lack the educational background to inform themselves about their rights; few have connexions in influential places or can afford to buy the services of a lawyer; for one reason or another (not just colour) they are often discriminated against in their dealings with public authorities.

In December 1983 the Advisory Council for Adult and Continuing Education published a report on *Political Education for Adults*. I contributed a chapter entitled "What Adults? What Politics?". In this I argued - to use the title of Bishop Sheppard's book - for a "bias to the poor". I also argued for a "practical" approach to political education.

Practical, first, in the sense that it should be of immediate use to those involved. It should concern itself with the needs of the underprivileged: those who have left school with few or no qualifications, the unemployed, the ethnic minorities, the inner-city poor. Defence of their interests is more vital to such groups if they are to maintain the basic decency of life than it is for the relatively prosperous and well-educated; yet because they often lack the necessary political knowledge and skills, they are doubly disadvantaged compared to the latter.

Practical, second, for pedagogic reasons, since education unrelated to practice is often ineffective. The two principles are thus closely related: effective political education must be directly linked to the immediate interests and daily activities of the underprivileged.

Many of the roots of adult political education in England are in the Labour movement. The purpose was not to educate people into the existing political order, as in the USA or postwar Germany, but to strengthen the political capacity of the working class. The assumption underlying this tradition (and it is still common today) that "knowledge is power" - is that understanding the political system is the key to political efficacy. I believe this was always a false hope. Knowledge as such is not power. Power depends largely on one's position in the socio-economic system, but political efficacy depends on skills, whether one's aim is to transform the established system or, more practically, defend one's interests within it.

More recently, the phrase "political literacy" has become fashionable among those engaged in political education. People are to be taught to understand, and to argue intelligently about, the competing ideologies of our time, the current problems of government and the alternative policies on offer. One risk is that courses of this sort may end as debating societies, sharpening the wits but unrelated to anything participants will do when the class is over. It may produce more discriminating voters (though the evidence of this is weak) but it does little to strengthen the capacity of citizens to act for themselves.

A more serious risk is that publicly advertised courses open to all (for a small fee) reach a self-selecting audience, those already intellectually disposed, thus able to educate themselves from other sources. They are less likely to reach the politically ignorant or politically apathetic, many of whom, moreover, carry over into adult life a hostility to schools that keeps them away from courses given in educational establishments.

One of the features of English life is the steady growth of groups engaged in community action, in the self-provision of services and the defence of interests against authority: parents' and tenants' associations, local residents concerned with environmental protection and the improvement of social facilities in their area, ethnic organizations, multi-purpose community centres, groups specialized in work with children, the elderly, the handicapped, ... the list is endless.

We live in an increasingly administered society, despite all current talk about rolling back the frontiers of the state. Although the number of community groups is growing, most depend to some extent on state funding and most spend some of their time in dealings with the state machine. It is therefore important that they should understand the politico-administrative system in which they have to defend their interests against authority. This is particularly true for those organizations which are at a disadvantage in dealing with authorities because their members lack the information base and operating skills which the middle-class organizers of older-established interest groups and, indeed, trade union officials, already have.

There are good reasons for concentrating political education on this network of organized groups. If course contents are geared to their immediate needs and held on their own premises, there is an incentive for people not otherwise interested in education to join. Classroom courses catering for a random enrolment may raise some people's understanding of politics, but work with defined groups can emphasize political skills as well as knowledge, allowing the disadvantaged to intervene more effectively in political life to promote their immediate, everyday interests.

I have suggested that adult education should give priority to the needs of the disadvantaged as a matter of social responsibility. A case can also be made in terms of cost-effectiveness: the benefit to course participants is likely to be greater than in courses with the less tangible aim of raising political literacy among a cross section of the population.

Too much adult political education, it seems to me, is undertaken as an act of faith. Tutors sow their seeds on the assumption that a crop will grow and be harvested - but what that crop will be and how it will be harvested, or what use will be made of it, is not specified. The sort of education I propose, on the other hand, because geared to immediate participation in social activities which, though not their main purpose, inevitably touch the political sphere, should have visible effects.

The final strand of my argument is that political education linked to practice is more likely to be educationally effective. My emphasis on practice-related adult political education runs counter to the tradition of education as an intellectual pursuit, with its classroom analysis of the political system and classroom discussion of political issues. Let me therefore list briefly the educational case for an instrumental approach. At least as regards those who are not already intellectually engaged, the material studied is related to experience, thus more easily understood. Experience throws light on theoretical knowledge and this can be tested against practice. Because the information can be immediately used, knowledge is more easily internalized.

Skills, as distinct from knowledge, require practice anyway, and political

education in England are in the Labour movement. The purpose was not to educate people into the existing political order, as in the USA or postwar Germany, but to strengthen the political capacity of the working class. The assumption underlying this tradition (and it is still common today) that "knowledge is power" - is that understanding the political system is the key to political efficacy. I believe this was always a false hope. Knowledge as such is not power. Power depends largely on one's position in the socio-economic system, but political efficacy depends on skills, whether one's aim is to transform the established system or, more practically, defend one's interests within it.

More recently, the phrase "political literacy" has become fashionable among those engaged in political education. People are to be taught to understand, and to argue intelligently about, the competing ideologies of our time, the current problems of government and the alternative policies on offer. One risk is that courses of this sort may end as debating societies, sharpening the wits but unrelated to anything participants will do when the class is over. It may produce more discriminating voters (though the evidence of this is weak) but it does little to strengthen the capacity of citizens to act for themselves.

A more serious risk is that publicly advertised courses open to all (for a small fee) reach a self-selecting audience, those already intellectually disposed, thus able to educate themselves from other sources. They are less likely to reach the politically ignorant or politically apathetic, many of whom, moreover, carry over into adult life a hostility to schools that keeps them away from courses given in educational establishments.

One of the features of English life is the steady growth of groups engaged in community action, in the self-provision of services and the defence of interests against authority: parents' and tenants' associations, local residents concerned with environmental protection and the improvement of social facilities in their area, ethnic organizations, multi-purpose community centres, groups specialized in work with children, the elderly, the handicapped, ... the list is endless.

We live in an increasingly administered society, despite all current talk about rolling back the frontiers of the state. Although the number of community groups is growing, most depend to some extent on state funding and most spend some of their time in dealings with the state machine. It is therefore important that they should understand the politico-administrative system in which they have to defend their interests against authority. This is particularly true for those organizations which are at a disadvantage in dealing with authorities because their members lack the information base and operating skills which the middle-class organizers of older-established interest groups and, indeed, trade union officials, already have.

There are good reasons for concentrating political education on this network of organized groups. If course contents are geared to their immediate needs and held on their own premises, there is an incentive for people not otherwise interested in education to join. Classroom courses catering for a random enrolment may raise some people's understanding of politics, but work with defined groups can emphasize political skills as well as knowledge, allowing the disadvantaged to intervene more effectively in political life to promote their immediate, everyday interests.

I have suggested that adult education should give priority to the needs of the disadvantaged as a matter of social responsibility. A case can also be made in terms of cost-effectiveness: the benefit to course participants is likely to be greater than in courses with the less tangible aim of raising political literacy among a cross section of the population.

Too much adult political education, it seems to me, is undertaken as an act of faith. Tutors sow their seeds on the assumption that a crop will grow and be harvested - but what that crop will be and how it will be harvested, or what use will be made of it, is not specified. The sort of education I propose, on the other hand, because geared to immediate participation in social activities which, though not their main purpose, inevitably touch the political sphere, should have visible effects.

The final strand of my argument is that political education linked to practice is more likely to be educationally effective. My emphasis on practice-related adult political education runs counter to the tradition of education as an intellectual pursuit, with its classroom analysis of the political system and classroom discussion of political issues. Let me therefore list briefly the educational case for an instrumental approach. At least as regards those who are not already intellectually engaged, the material studied is related to experience, thus more easily understood. Experience throws light on theoretical knowledge and this can be tested against practice. Because the information can be immediately used, knowledge is more easily internalized.

Skills, as distinct from knowledge, require practice anyway, and political

al skills cannot be learnt in classrooms alone. The recipes of political education should relate to puddings which can actually be cooked, eaten and judged.

For many people, talk about the great matters of politics, compelling political ideologies, international affairs, even politics and party programmes, may seem just talk. One can tell them that if they understand how the political system works, they will be able to participate in politics and thus influence government policies in the longer run. Many are shrewd enough to realize that talk about longer-term influences on government policy is sometimes a blind for their tutors' lack of know-how in helping them cope with their immediate problems.

We should not be fatalists, but a degree of fatalism is a sounder basis for action than talk about things beyond one's control. We can try to change government policies, but our government - "not for turning" - has not been much influenced by such efforts. Like the weather, it seems beyond our control. What ordinary people need is an umbrella against the rain of government policies: they need to learn how to operate within the system, how to protect their rights and influence officials in the decisions that affect them.

To that extent, public administration and local politics are often more relevant to the ordinary citizen than national politics, parties and parliament. We must know the "who, how and why" of the discretionary decisions that affect us and that we can hope to influence. A geography of administration is useful knowledge; so is a knowledge of law. From this one would go on to a knowledge of how one sets about influencing the wider (but still local) decisions that affect the groups to which the individuals belong.

It is true that there are limits to what underprivileged groups can achieve, even if their political capacity is raised in this way. Sooner or later they hit barriers set by the power structure of the existing political order. However, to quote another proverb: "A bird in the hand is worth two in the bush". Those who concentrate on the limits of the established system and divert attention to long-term political goals probably possess a bird or two already: they can afford the luxury of choosing after those in the bush. I understand the case of political radicalism and for an education that seeks to raise the political consciousness of the underprivileged in order to mobilize them for a thrust that will transform the political order. A proper respect for those in need means concern with the small-scale matters that make the difference between tolerable and intolerable life here and now.

It will be said, of course, that teaching people how to operate within the politico-administrative system is effectively manipulating them to accept the status quo. I believe the opposite to be true. If the less privileged groups of our society acquire some of the knowledge and skills which come naturally to the middle class, they will be able to defend their interests more effectively and society may yet undergo a real transformation.

Participation is not an end in itself, any more than democracy is. What matters to people is the quality of their life. The "political literacy" campaign, with its emphasis on the rational discussion of politics (plus such desirable values as tolerance) risks the same trap of passivity as the representative democracy so stoutly defended by elected representatives. Those outside the charmed circle of professional politicians need to promote their collective interests in policy-making and defend their individual interests against decision-makers, for no one else, whatever their electoral promise, can be trusted to do it as well.

Participation is not an end in itself, any more than democracy is. What matters to people is the quality of their life. The "political literacy" campaign, with its emphasis on the rational discussion of politics (plus such desirable values as tolerance) risks the same trap of passivity as the representative democracy so stoutly defended by elected representatives. Those outside the charmed circle of professional politicians need to promote their collective interests in policy-making and defend their individual interests against decision-makers, for no one else, whatever their electoral promise, can be trusted to do it as well.

F. F. Ridley is professor of political theory and institutions in the University of Liverpool.

Pauline Stafford



The modern family that keeps its heirs and graces

Prince Henry has arrived at last, a royal boost to British industry and the birth rate. Shares in Mott MacDonald have moved up; the upper end of the market has already been treated to a set of designer baby clothes marked out by their inordinate expense and total impracticality and Henry will appear from nowhere in the list of *The Times* top 10 boys' names.

The royal family saga has a new lease of life, and Prince William's reactions to his little brother will make sibling rivalry a topic of national concern. A prince, a pretty mother and a chance to indulge both sovereign-cut and baby-worship simultaneously: Prince Henry may not cause quite the stir that William did but he will guarantee a good acreage of typeface over his first year.

His arrival, or rather his sex, caused me some personal consternation. I had confidently prophesied, even laid odds on his being a girl and any Sybilian reputation I retained in the family dispersed when the children gleefully announced a boy. My prediction had been made with a punter's care. Over the last generation the royal family has unfailingly produced such a series of neat boy/girl households that I felt certain that the royal gynaecologists had sex-determination cracked. It was unkind of them to slumber now, though I may not have fathomed their intentions.

It is the function of Princesses of Wales to ensure the succession. Diana has already done that, but a second male by way of guarantee is thought useful. There must still be an outside chance of fraternal succession to Charles's playboy brother; William might run amok with a latter-day Mrs Simpson. I can quite see the reasoning. I should have thought of it before laying on money.

In the days when such events were crucial to the survival of the dynasty Diana's fertility and capacity to produce male heirs would have been no marginal asset. I trust she will not be called upon to follow the model of the unfortunate wife of the great nineteenth century Charles, who died by the age of 25 with nine children to her credit, a woman whose epitaph read, surely not without irony, that she had pleased Charlemagne.

But those generations of female predecessors, worn out in producing a succession of daughters, sickly or still-born sons would have looked with envy on Diana's effortless performance. What would poor Queen Anne with eleven pregnancies in ten and a half years resulting in six miscarriages and two perinatal deaths have given for such successful fecundity? Where would Anne Boleyn have been if a little prince had made a triumphant and healthy appearance after only a year of marriage – and where incidentally 'Dr Runcle, Jenkins' and the Church of England? Royal births were once truly momentous events; the media have merely increased the scale and breadth of interest.

The modern treatment, publicity and iconography of royal birth do reveal a shift of function. In the days of levées and court ceremony the birth of the royal heir was certainly a public event. The privacy of a room in St Mary's Paddington would have been a luxury. Royalty was a ritualized public spectacle, but equally a guarantee of legitimacy was involved. There were enough stories of substitution, of babies smuggled in in baskets, to create a need to allay suspicion of exposing the reality of royal travail. Concern with the birth itself was a natural corollary of concern with succession.

The interest in Prince Henry's birth and his imminent arrival over the last months was different. Birth has become a private, almost obscene event and only Charles was present in person. But interest extended beyond the labour ward to the princess's pregnancy and the reactions of little William. Empathetic concern bulked as large as curiosity.

It is not that obsession with the royal family has abated; the number of Diana indicate it was never greater. Rather it has shifted in emphasis. The royals are now a family more than a dynasty. They are like us and like us as we see ourselves. Prince Philip was playing polo when his son was born; Charles was at the bedside. Diana took care for her future figure during pregnancy, working out à la Ponda; she refused to retire from public life. A modern family, an intimate unit is the image projected.

In reality they are not at all like us. Few of us can boast the richest woman in England as a grandmother, pay no income tax and can write "heir to the throne" (why couldn't it be unemployed) on the birth certificate. But since image is myth (in the technical sense, no suggestion that it is a tissue of lies) its power lies in a combination of contact with and distance from reality. We must identify and idealize at the same time.

It is easy but facile to attack the modern myth of royalty as a media creation. No doubt the audacity of the tabloid journalists has produced a more detailed coverage of the princess's pregnancy that was once thought possible. No doubt, either, that the current circumstances of the royal family, with a younger generation coming up to child-bearing age, make the projection of such a myth possible and apposite.

Not is it the only image of the royal family currently in play though the lust and scandal picture of *Dallas* (and, note, *Dynasty*) is more prominent in the foreign press than in our own, and at least here the central couple are kept carefully pure. The image may appear particularly inappropriate to a nation in which it is estimated that by AD 2000 fewer than 20 per cent of households will conform to it. It is not surprising that many are tempted to see it as a manipulated ideology used to defend outmoded family structures and maintain female repression.

Conspiracy theories of historical and social development have such a compelling simplicity. Alas ideologies (if such this is) are arguably unconscious, and to work and manipulate they must find a response. In the complex creation of an image a sympathetic audience must play a role; without it, at the crudest, the image would not sell newspapers. A society in which 80 per cent of households no longer fit an ideal model still accept creates precisely such an audience.

If the royal family is to act as a reassuring myth of family life (Katie Oxo in a crown) then perhaps the royal gynaecologists are out of date. The ideal is a symmetrical family – protective father and older brother, submissive wife and younger sister. The Windsor, of course, can afford a third child without spoiling on the welfare state, the pattern could be restored and older dynastic requirements will be fulfilled. And then of course, they are like us, and all nuclear families can occasionally make mistakes.

At present, the government is reviewing social security, but in four separate parts. One of these is concerned with benefits for children and young people. These four reviews have been criticized on a number of grounds. Firstly, they are examining a complex and interlocking system of social security in a piecemeal way. Secondly, they have been instructed to simplify social security at no extra cost to the Treasury. Thirdly, the reviews are not considering income distribution through the taxation system. Fourthly, they are not independent reviews but government reviews. The suspicion, which will no doubt become a certainty, is that they are legitimization for the radical cutting of expenditure on social security.

Such a change will, at best, redistribute money from one low income group to another, and at worst be part of the continuing attack on the welfare state. This will result in the reduction of support to all those on low incomes. Meanwhile the government proclaims the reviews as the most radical reorganisation of the social security system since the Beveridge report. Such a comparison is misplaced. The Beveridge report aimed to be a comprehensive analysis of the whole system of benefits.

The position of students in the social security system illustrates quite clearly the impossibility of the atomistic approach adopted by the reviews. One part of the system cannot be understood without considering the interaction of the tax system, with benefits, with student grants. Students receive state aid from local authorities (the Scottish Education Department in Scotland) in the form of mandatory grants, central government in the form of supplementary benefit and in the form of tax rebates on covenanted parental contributions, and from local authorities in the form of housing benefit and housing benefit supplement. The regulations and procedures for social security benefits are administered by the Department of Health and Social Security, for student grants by the Department of Education and Science and for tax relief on covenants by the Inland Revenue. All of these systems interact with one another, changes in the regulations in one produce changes in another.

To give an example, it has taken the Department of Education and Science beyond the beginning of the 1984/85 academic year to decide on an important element in the grant. The overall total of the grant was announced in April, but the element within that total which was supposed to cover the two short vacations was not announced until the second half of September. This element is important because it determines the residue which is the weekly income of students during term time. While this "vacation element" is obviously a notional figure, other state benefits are calculated on the notional weekly term time income, most importantly housing benefit and eligibility for free prescriptions.

Why did it take so long for the Department of Education and Science to announce this figure? Previously, the vacation element had been set as the adult non-householder's supplementary benefit rate plus a housing addition to prevent most students from being eligible for supplementary benefit during short vacations. One of the recent changes in the supplementary benefit regulations will remove the housing addition from anyone under 21. If the vacation element had been determined as the under-21 non-householder's supplementary benefit regulations will over 21 would have been able to claim supplementary benefit during the short vacations. This would have negated the purpose of the fiction of a vacation element and put pressure on already overworked local DHSS offices.

If, as has happened, the vacation element is set at the higher over-21 non-householder's supplementary benefit rate, then the notional weekly term time income for students is lower. This means that more are entitled to housing benefit during the term time, putting pressure on overworked housing benefit offices. The government's decision to pass the buck to local authorities who are out of their jurisdiction, rather than to the Department of Health and Social Security, is not surprising.

While the student grant is means tested, it is at least universal. All students get some level of grant for first degrees. Most other means tested benefits are better by low take-up rates through ignorance of the complex regulations and through the stigma attached to them.



Battling with the elements

Angus Erskine looks at students, grants and the social security system

However, the means testing of the student grant on parental income has meant hardship for increasing numbers of students. They are studying under conditions of increasing stress, more competition for employment and less resources in the universities and colleges. Increased financial hardship adds further anxiety. Many parents cannot afford to pay their assessed contribution. A recent survey by the National Union of Students has shown how students' debts have increased. This year, there has been a change in the way that the parental contribution is calculated hitting middle income families. This will mean that more students rely on overdrafts from the banks to support their studies. A loan system is being introduced by the back door. The parental contribution creates a double jeopardy for students. It is deemed to be paid when students contribute. Other means tested benefits, whether or not it has been paid, the student grant is a fiction. The notional elements which make up the grant are decided by the DES to match their own and the DHSS's regulations. This is then deemed to be what the student actually receives. For all but those on the full grant, it is unlikely to be anything but an approximation to reality. Even then, the government calculates elements in the grant differently for different purposes. For instance, the figure that the DHSS uses in determining weekly term time income for exemption from prescription charges, is different from the weekly term time income they instruct local authorities to take into account in calculating housing benefit.

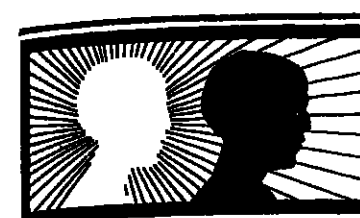
It is not only the relationship of student grants with the social security system which is a mess. This confusion cannot be resolved except as part of a comprehensive review of the income maintenance system as a whole. But there are also anomalies which arise from other distinctions that are made between advanced and non-advanced education, between postgraduate and undergraduate courses, between further and higher education, between part and full time education and between training and education. These distinctions interact to produce a system so complex that even if one person did set down to learn all the regulations and distinctions, they would forget the first before they came to the last. These distinctions, which affect state aid to students, also interact with the social security system. A system which all but the well off student relies on to make ends meet. These students may

be at university or on a Youth Training Scheme. So how can the plethora of definitions and regulations covering students and the income maintenance system be simplified? Only by removing some of the divisions that are at present constructed. Many submissions to the review of benefit for children and young people argue that at the age of 16, young people should be treated as adults and entitled to benefits at an adult rate. Indeed, much research indicates that the costs of a teenager are more than those of an adult. Such a move would abolish one area of complexity, the different rates of supplementary benefit for teenagers at different ages. Secondly, many submissions argue that the distinction between non-householder and householders should be abolished. The government's logic is double-edged. Non-householders in work are expected to be contributing to housing costs, therefore a householder receives a housing allowance. If they have working non-householders in the home, yet, if the non-householder is not working the government does not pay them a realistic share of the housing costs. The householder is expected to help support them.

The changes proposed here would affect all young people. It is also necessary to simplify the system, to rationalize the method of paying support to young people whether they be in full time education, unemployed, in training or whatever. Such a simplification, unless it is to involve large numbers losing out, must pay a rate at a level sufficient for all young people.

However, while such a universal training and education grant to young people would make administrative sense and enable young people to develop as independent adults, it is impossible for the government to even imagine such an outcome as long as the social security system is examined separately from other forms of income support (grants, tax relief etc) being reviewed under the instruction to simplify the scheme at no extra cost. Whatever the review terms come up with, it won't cost the Treasury more, but it will be a burden for low income families and young people. We can safely predict that it will hit their pockets further and increase family tensions through dependencies created by the state.

The author is vice chairman of the Loshian Review of Social Security.



Presences

It is appropriate that I should write my recollections of E. V. Rieu in 1984, for when I first met him in 1959 he was 72, and I have reached the same age this year. I clearly remember his opening his front door to me at his home in Highgate, north London, a neat spare figure of medium height, wearing a rather splendid velvet smoking cap (which Alan Hodge once likened to Jomo Kenyatta's headgear of office). I thought him remarkably spry and mentally alert for an elderly gentleman, and now I hope that on my occasional appearances at the World's End – the Penguin headquarters at Harmondsworth – members of the editorial staff think as kindly of me.

The younger Pliny brought us together. I had been interested in the collection of his letters since my Oxford days: here was the literary friend of Tacitus, the professional man and honest civil servant, to provide a foil to the highly-coloured figures in Juvenal and Martial, a living witness to the durability of the Roman administrative machine. I had even worked through most of the text and discussed a possible translation for the Everyman series or for Basil Blackwell when we broke out.

In 1941 my husband went abroad in the military government and I moved up north to my mother with a baby who was a small boy by the time his father was demobilized. Then I was happily busy with an increasing family, who were all four at school before I resumed some classical tutoring and wondered how to make constructive use of my unabated enthusiasm for the literature of Greece and Rome.

I came upon all my papers on Pliny quite by chance in the course of spring-cleaning. I remember thinking there was some good material there, but that with greater experience and maturity I could make the translation much better. I found my English style often stiff and unnatural, still fettered by the Latin original.

This surely reflects the revolution which E. V. Rieu had set in motion in 1934, when *The Odyssey* was the first in the new series of Penguin Classics. The style of how this started is generally well known. He had formed the habit of translating the classics aloud to his wife and it was at her suggestion that he wrote down and polished his translation of *The Odyssey* and offered it to Allen Lane, who, in his turn had the flair and imagination to launch the series with E. V. Rieu as editor.

By the time *The Letters of the Younger Pliny* was accepted as suitable for inclusion many of the major works of world literature were published or in preparation, and E. V. Rieu's theory of translation was extensively formulated. He held that it should be neither contemporary but not too topical prose, and be readily intelligible to all, not only to scholars of the original. He aimed at what he called the principle of equivalence effect, meaning that a translation was the best if it came nearest to creating the same impression on its audience as the original had done upon its contemporaries.

To his translators his advice was simply "write English", and "Read it aloud" as a test of whether the English was natural, durable, and free from translationese, literary archaism and current slang. He had a sensitive ear for a well-turned sentence and read out every one of his own in order to get its "feel".

He held equally firmly that lyric poetry was generally untranslatable; if prose could not convey it, he disliked anything approaching "creative translation" – verse into verse conveyed as much, or more, of the original as his subject. (I was always delighted when he made exceptions: for instance, in his enthusiastic review of Michael Alexander's *Earliest English Poems*, despite its dedication to Ezra Pound.)

He was an inspired reaction against the translations then available: the *Loeb* series, Gilbert Murray's *Loeb* cadences, the biblical re-editions of Butter and Lang, and the unimpeachable literalness of Richard Heber in his *Fragment of a Greek Tragedy*. All this I was to learn during his years, we worked together; for unlike anyone I had known, coming as I did from a country Yorkshire family

E. V. Rieu dips into a Penguin Classic

A classic education

and answering his daily pile of letters.

I am accordingly an outstanding example of one whose good fortune depended on being in the right place at the right time. We were near neighbours in Highgate and twice a week I walked round to spend a busy morning and take away material; these mornings included coffee and sometimes lunch with his wife Nelly, whose quick wit and ready tongue were always a delight.

At first this was on a purely personal basis, but before long he asked Allen Lane to pay me a modest salary as his recognized assistant. By this time Tony Godwin had brought all his energy and acumen into the firm to effect its necessary expansion and can't have been pleased to find me added to the Penguin staff without having been appointed by him; though we always got on well together when we met, and it was certainly his doing that I was made one of the two joint editors who took over the classics when E. V. Rieu retired.

Meanwhile my concern was to try to keep the peace between the Edwardian old fogey and the half-educated young upstart, as they termed each other. E. V. Rieu had enjoyed the freedom gained from his long friendship with Allen Lane, and had complete editorial independence, issuing contracts and apparently fixing royalties as he thought fit.

It had been more fun in the early days, when there was a party at Canterbury to celebrate the publication of Nevill Coghill's *Canterbury Tales*, and Dorothy Sayers had arrived in Highgate for lunch with her script of *Danville*, stayed to tea and then to dinner, still talking, and "just when we were about to offer her bed and breakfast said she was going" I thought he was ever quite happy at being part of a larger firm, though his publishing career after he left Balliol had been quite orthodox – first with the Oxford University Press for which he was manager in India, the educational manager and managing director at Methuen and Co. People who knew him then said that he had been uneasy and stiff in business dealings and it is revealing, I think, that two of his books he was proud to have written had been quite orthodox – *1066 and All That* for Methuen and *Jeune* for Faber, and Jean de Bruhno's *Beber* books.

As I came to know him well I found him a fascinating personality, quite unlike anyone I had known, coming as I did from a country Yorkshire family

dedicated to self-improvement, and going up to Oxford on scholarships from a good girls' grammar school in Hull. It was an education in itself to hear him quote (in his soft anglicized pronunciation) passages from his favourite classical authors learned long ago at St Paul's, or to learn from his wide knowledge of European literature and his expertise in manipulating the English language.

He could appear very much an Englishman of his generation in his appreciation of typically English institutions, such as the Athenaeum, combined with certain prejudices against left-wing politics, unimpeachable modern verse and German literature, to name a few. Yet he was in fact the seventh and youngest child of Dr C. P. H. Rieu, keeper of oriental manuscripts in the British Museum and professor of Arabic at Cambridge, and of Agnes Higen of Utrecht. The Rieu family was French in origin, settled in Protestant Switzerland, and he was proud to be both a British subject and a citizen of Geneva. I still like to recall that I have known someone whose grandfather had fought as a captain in Napoleon's army.

His collected poetry (*The Flattered Flying Fish and other poems*, 1962), much of it written long before I knew him, showed another side of him. It was light verse in the best English tradition of Cowper and Hood, Carroll, Belloc, Herbert and Milne.

He took pride in his meticulous craftsmanship and the pleasure he could give his readers by his imaginative ingenuity, and I am sure he meant it when he sometimes said that he felt it when he had achieved more in his verse than in his translations – *The Odyssey* and *The Four Gospels* not excepted. It was the right medium for his whimsical humour and irony and it also reveals that beneath his delight in verbal wit and paradox and roll for a schoolboyish pun or joke (a "Dr Rieu joke" was a recognized category in my family) there was keenly-felt sympathy with the young, the foolish, the innocent and the helpless in an unkind world.

The writer of *The Lost Cat or The Legend of the White Mouse* did not take life lightly, and few poems to my mind better convey bewildered disappointment of expectations than *The Hippopotamus's Birthday*.

He has opened all his parcels but the largest and the last; His hopes are at their highest and

Betty Radice remembers E. V. Rieu, Edwardian old fogey to her half-educated young upstart, and founder of the Penguin Classics



and wild outpourings: the father who accused me of morally corrupting his son because I allowed Peter Green to include *Satires I and IX* in his superb translation of Juvenal, the lady who proposed to retranslate Ovid's *Metamorphoses* to increase its appeal for modern readers by introducing invasions from space.

When E. V. R. retired in 1964 there were 200 titles in print. Today there are well over 300 and there are always a good many awaiting reprint and reissue. A few are no longer available; these are our mistakes or failures to estimate public interest.

The translations from modern languages have been in my care, but I sometimes like to think that those from the ancient tongues carry on – still edited in Highgate – as a sort of cottage industry within the vast Penguin empire. Their selection may seem arbitrary, but I have found, as E. V. R. found, that our best books come as offers from keenly interested persons; translation needs to be done *con amore*. A year's list is never as balanced as one would like, for some start intending to take two years and take ten, and a few never finish at all, but I have known only two books completed well ahead of contract: the late C. M. Bowra's *Odes of Pindar* and L. P. Wilkinson's *Georgics of Virgil*.

There are sometimes possibilities I don't recommend for publication because I can't honestly see that Penguin could sell them, and of course I have my disappointments when I don't agree with my masters' rejections, though I am sure some of these have come from mistakes. I am always aware of the dependence of the classics on the expertise and experience of Penguin Books in production, distribution and promotion, and I count myself fortunate to have their immense resources behind me. I am equally privileged to have learned my lessons from an exceptional individual and to go on learning, I hope, as the series has developed, not least from the scholars who are generous with expert advice in fields where I am ignorant.

When Allen Lane and E. V. Rieu started the Penguin Classics their aim was to offer world literature to their readers in a form faithful to the original and one they could enjoy. With his impeccable classical background E. V. R. had no thought of the translations from Greek and Latin becoming valuable teaching material; indeed, he told me that he had had critics among his academic contemporaries at the Athenaeum who imagined he was setting out to provide "cribs", to be consulted furtively under the desk by weaklings unable to construe.

I came from a different world and in my tutoring had always used the best English versions available of a complete work before starting pupils on a set text. How can anyone appreciate *Aeneid VI* before something is known of the pattern of the whole great *Aeneid*? Classical teaching was changing and I saw that there was a great opportunity for the classics to meet new demands if new titles were provided with line references, notes, indexes, bibliographies and fuller introductions, designed for use in teaching courses; at the same time most of the earlier books have been overhauled.

Very few translations have been replaced, but there has been some careful revision, much supplementary material and new introductions by scholars able to incorporate recent research. Penguins have been generous in providing for this, and it is work which must go on and perhaps never be wholly completed. E. V. Rieu said that every generation should reexamine its interpretation of the classics.

I try to expand the non-classical side – into early and middle English and the Celtic languages, and I know how much is offered by the literature of China and Japan, India and the Middle East, though translations of this kind are not easy to sell. And as I venture into accepting from poets verse translations of poetry, I can't please every one, and sometimes wonder if I may be pleasing nobody but myself.

But I hope that the Penguin Classics are still true to their founder's intentions that they should be enjoyed. I count myself lucky in that the chance to serve them came my way.

The author is editor of the Penguin Classics.

BOOKS

'The British are detested'

by David Carlton

The British Empire in the Middle East 1945-1951: Arab nationalism, the United States and postwar imperialism by Wm Roger Louis
Oxford University Press, £45.00
ISBN 0 19 822489 3

We are privileged indeed that so distinguished a scholar as Professor Louis should be willing to devote so much of his time to the study of our now-unimportant country. For having written a splendid work on Washington's wartime pressure on London to decolonize (*Imperialism at Bay*, 1977), he has now triumphantly carried the theme into the postwar era.

Professor Louis's central thesis is that Clement Attlee's Labour Government - and Foreign Secretary Ernest Bevin in particular - rejected Little Englandism no less decisively than did the Conservative blimps. Giving independence to India was judged to be not only unavoidable but, in the final analysis, not fundamentally damaging to Great Britain's global strategic and economic interests. What mattered to Bevin was our "Informal Empire" in the Middle East which in 1945 was dominated from London as never before. The Labour leaders feared that retreat from that region, in contrast to India, would indeed end Great Britain's role as a world power and might well also entail economic ruin for the people of our overworked homeland.

In his quest to hold on to paramount influence in the Middle East Bevin was also clear-sighted about the two principal threats facing us. First, we might as we had in India - run into forces of rampant anti-British nationalism on a scale that would be beyond our resources to contain. Second, one or other (or both) of the emerging super-powers might set out to undermine our dominance over the region. Naturally this volume contains a great deal of interest on the evolution of both threats.

So far as the extremist nationalist threat is concerned, Professor Louis magisterially demonstrates that from the outset Bevin was far from being the reincarnation of Lord Palmerston (or, alternatively, putty in the hands of his mandarins) that his left-wing critics supposed. Against the advice of some of his officials, he invariably opposed "gunboat diplomacy" in the region. He held instead that only by adhering to "non-intervention" could he strengthen the hand of moderate nationalists and social reformers in every Middle East country. Underlying his approach - stoutly supported by a rather more sceptical Attlee - was a basic optimism. He thought that a fundamental harmony of interests existed between the British Labour Government and the nominally-independent nations he hoped to keep indefinitely in our sphere of influence. This was perhaps a projection onto the international stage of his confidence that a similar harmony of interests among various classes could be established at home. He undoubtedly agreed with the view of one of his officials, J. Thynne Henderson, who wrote in March 1946:

The trouble with the Arab League is that the Russians are to a great extent right. It is run at present by a lot of reactionary Pashas and Effendis, and it will never really develop into the progressive, educative and cultural force which it should unless an alliance is made between the Russians and the rising generation. If we do not fairly quickly promote such an alliance and do not so put ourselves on the side of the common man in the M. E. the Russians will take the lead, and we shall be saddled with a group of old men with east iron ideas and will go down to defeat with them.

We have a short time to influence this development of the M. E. and to push ideas towards evolution rather than revolution.

And Bevin himself wrote in June 1946:

Pashadom is jealous of its power and frightened of any exposure of its shortcomings. But I do not believe

that the Pashas will maintain for ever undisputed sway over Egypt. As Foreign Secretary of a Labour Government I look beyond the present Egyptian rulers, who deflect towards us the social discontent that should really be directed against them. I cannot help thinking that they [the fellahin] would feel profound gratitude for anyone who helped them out of their miserably unhealthy and pauperous plight.

Professor Louis's book is largely the story of the withering of such hopes and ideals during the lifetime of the Labour Government. Until 1948, and even for some time afterwards, evidence of agitation causing even relatively progressive pro-British regimes to appear increasingly beleaguered could be partly explained away by attributing it to the Palestinian complication. But gradually the sad truth emerged: with or without the Palestinian factor, with or without armed intervention, British popularity was inexorably diminishing in the wake of popular demagoguery throughout the region.

After Bevin's death matters came to

a head with the emergence of Mohammed Musaddiq in Iran and the humiliations for London that inevitably followed. And trouble in Egypt was never far from the surface, culminating a few months after the fall of the Labour Government in the Cairo riots and the burning of Shepherd's Hotel. As this breakdown in Bevin's approach became increasingly apparent proponents of more robust responses inevitably began to express themselves with more courage than hitherto. For example, Herbert Morrison, Bevin's successor at the Foreign Office, and Emanuel Shinwell, the Minister of Defence, Abadan dispute; and several officials, most notably Sir Francis Sheppard, the British ambassador in Teheran, had similar sympathies. Thus Great Britain was being tempted along a path that culminated in the Suez affair. The only surprising aspect is that something of the kind did not happen before 1956.

Professor Louis in the present volume is only able to analyse why a violent denouement did not occur in Attlee's time. The explanation, in large measure, lies in the decisiveness

with which the United States gave definite support to anti-British forces in Iran. This was of course in some contrast to the circumstances of 1936 when Colonel Nasser was known in London to be much disliked by President Eisenhower and John Foster Dulles because of his flirtation with Moscow. Hence Anthony Eden was misled - or misled himself - into believing that his attempt to topple Nasser would be tolerated in Washington. In 1951, on the other hand, Dean Acheson openly embraced Mosaddiq as a bulwark against Communism, eventually inviting him to Washington where he generously if somewhat patronizingly praised his "pixie quality" and his "two bright shoe-button eyes". Given unequivocal evidence of the American outlook, Attlee's Cabinet accordingly resolved that "we could not afford to break with the United States".

This leads us back to the second threat to the British position in the Middle East in the immediate postwar years: the superpowers. Notwithstanding the election of a Labour Government, both Washington and Moscow, no less than in the Second World War, had a penchant for denouncing British imperialism. But harsh words would not have broken Great Britain's position as a world power. And, ironically, where deeds were concerned, it was the Americans not the Soviets who delivered the decisive blows. This is amply demonstrated by Professor Louis as he takes us, with unvarying detachment, step by step through the episodes of Palestine, Egypt and Iran. No doubt Anglo-American commercial rivalry was a factor. For example, the destruction of British power in Iran led directly to the Americans obtaining a major share in Iranian oil revenues. But the American approach was primarily shaped not by business men but by diplomats and politicians. Most of the latter simply decided that the British were a net liability to the anti-Communist cause in the Middle East - largely because they perceived them to be loathed throughout the region. For example, Burton Y. Berry, Deputy Assistant Secretary at the State Department, wrote after a visit to Egypt:

I found a terrible situation. The British are detested. The hatred against them is general and intense. It is shared by everyone in the country. No doubt Berry was correct in his assessment. But did he and his superiors suppose that the Americans would be any better loved when their turn came to practise "informal imperialism" on a global scale? Nobody would be more que to address such a question than Professor Louis. And if he does so, we may be confident that he will be as Olympian about his compatriots as he has been about the hapless British.

Dr Carlton is senior lecturer in international history at the Open University.

BOOKS

Swift and direct

Freedom and Morality, and other essays

by A. J. Ayer
Clarendon Press: Oxford University Press, £15.00
ISBN 0 19 824731 1

This collection of Professor Sir Alfred Ayer's recent essays includes transcripts of three lectures on the title topics, given at McMaster University in October 1983. These have not been previously published, and neither has the essay "On Causal Priority", which is a discussion of the late John Mack-

ie's view of the same topic. The remaining eight essays have previously appeared, although some of them are rather hidden in various collections. They include "The Causal Theory of Perception" (1977), "Identity and Reference" (1975), "Wittgenstein on Certainty" (1973), as well as essays on the paradox of the unexpected examination, on self-evidence, the ghost left in Gilbert Ryle's machine, and the history of the Vienna Circle. They cover an exciting and central range of philosophical topics, and on all of them Ayer displays his characteristically direct and forceful intelligence.

These three lectures on freedom and morality make an interesting commentary on his earlier views, and especially the critique of ethics published in *Language, Truth and Logic*. His view of human freedom now puts much greater emphasis on our inability to account for persons' beliefs, desires and choices: freedom is a tenant of our ignorance, and liable to be evicted by increases in knowledge. To the objection that this is not real freedom - the

feature that matters for responsibility and just blame - Ayer replies like David Hume before him that we deceive ourselves if we think we can make sense of any such feature. His opinion of "objective values" is wholly untouched by recent revelations of them: "the champions of objective values have failed to make their beliefs intelligible". However, although there is no objectivity and no such thing as being learned in first-order morals, Ayer is less hostile to the serious exploration and defence of various standards, and attempts just such a voyage in the essay on utilitarianism. His sympathy lies with that broad movement, particularly as a political ideal, although he confesses that it provides no "all-purpose tool of justification". Ayer ends up a restricted or self-referential utilitarian, and he sets his face against the distinction between act and rule utilitarianism which might reconcile his position with that of Jeremy Bentham, or J. S. Mill.

Even allowing for the constraints of the lecture room, these essays illus-

trate well that nobody is swifter or more direct than Ayer in traversing the intellectual landscape. He shows no leanings towards the Proustian styles apparent in much modern philosophy. Ayer deals with issues crisply and quickly; his sentences are short and his arguments paragraph-sized. This can create a rather patrician impression: sometimes an argument is stopped by a fairly abrupt verdict, and distinguished opponents will probably find their treatment a little brusque. As with Bertrand Russell, it is easy to mistake the extent to which the speed is justified. When Ayer deals with a hard issue, such as the identification of objects of reference, or causal priority, or the place of universalizability in ethics, he often takes fewer words than because the level of analysis is weak, but because he has got to the heart of the matter so quickly. This is a wholly enviable skill, although philosophy is apt to be harsh to anyone who thinks he possesses it.

This is not the only respect in which these essays are refreshing. For such a

notorious iconoclast Ayer has a deep respect for the heroes of his youth: G. E. Moore, Russell, and the positivists, and even when dissenting from them he casts topics in ways they would readily have recognized. His weapons are largely directed against those moderns who would undercut or abandon traditional perspectives; there is a general sense here that not much has changed, because of Saul Kripke, Donald Davidson, or even (especially) the later Wittgenstein. There is also a general, rather serene, sense that after all we do not possess as many solutions as we once thought we would. It is now many years since the young Turk became the elder statesman. Such transformations are naturally deplored by yet younger Turks, but the trouble is that they tend to make for better philosophers.

Simon Blackburn

Simon Blackburn is fellow in philosophy at Pembroke College, Oxford.

Reading history's plots

Time and Narrative, volume one

by Paul Ricoeur
University of Chicago Press, £21.25
ISBN 0 226 71331 8

It is nearly fifteen years since the first book-length studies of Paul Ricoeur's philosophy appeared in English. During that time there has been an upsurge of interest in his work and that of related thinkers. It would be overstating the case to claim that the great divide between the dominant traditions in Anglophone and continental philosophy has disappeared in that time, but Ricoeur, who teaches at both the Sorbonne and Chicago, is one of those whose work has contributed most to the now widespread recognition that there are shared concerns, especially in the philosophy of language, which bridge the once apparently abyssal gap.

Much of his recent work bears the marks of his efforts to integrate the theoretical insights of English language analytical philosophers within an overall philosophical project whose sources are the Christian existentialism of Gabriel Marcel and Edmund Husserl's phenomenology. Though it is easy to point to distinct stages in Ricoeur's intellectual journey, it is important, especially to the understanding of *Time and Narrative*, to recognize the extent to which his thought remains tied to the original project already announced in his more early phenomenological writings of the 1950s. This was to provide a coherent account of the structure of human existence in terms of man's finite freedom within a context limited by the implacable facts of nature and the existential realities of fallibility and death. The turn to the philosophy of language occurred at the point at which Ricoeur concluded that there could be no understanding of fallibility except through interpretation of the symbols and myths in which the experience of imperfection is expressed.

Interest in myth as a mode of self-interpretation - an imaginative construction whose primary function is to provide men with some explanation of their present state of existence - led to a wider concern with the referential function of language as such. Ricoeur recognizes the legitimacy and importance of the linguistic investigation of the immanent structure of language and the analysts' care for the way words are used, but his own major interest is in how language is able to articulate man's experience of the world. In *The Rule of Metaphor* (1978) Ricoeur proposed a theory of the creation of meaning in language according to which metaphor, far from being a mere decorative device, is seen as the means by which new meanings correspond to newly discovered possibilities of existence, can be expressed and communicated. In the

preface to *Time and Narrative* he describes the book as having been conceived at the same time as *The Rule of Metaphor* and forming a pair with it. Once more Ricoeur is concerned with semantic innovation, the creative possibilities of language. With narrative, the semantic innovation lies in the inventing of

another work of synthesis - a plot. By means of the plot, goals, causes and chance are brought together within the temporal unity of a whole and complete action. It is this synthesis of the heterogeneous that brings narrative close to metaphor. In both cases, the new thing - the as yet unsaid, the unwritten - springs up in language. Here a living metaphor, a new pertinence in the predication, there a feigned plot, that is, a new congruence in the organization of the events.

Narrative presents events within a story in which each is related to the others, and in doing so allows the temporal dimension of human existence to be articulated.

In this volume Ricoeur focuses on the status of historical narrative. The notion of narrative history has, in recent years, been attacked especially by the French historians of the *Annales* school, who seek to replace what they dismiss as "the history of events" by a deeper level of analysis of the structures which, they claim, exist below the surface of events and determine the outcome of action. Ricoeur accepts the case against "narrative history" in so far as its target is the type of history which concerns itself entirely with individuals, their intentions and actions. But, he argues, even the sort of "structural" history typified by the work of Fernand Braudel is only comprehensible because it too takes narrative form. In displacing the primacy of individual actors with an account of the underlying factors, geographical, demographic, economic, which, unbeknown to the actors themselves, structure the course of events, structural historians are not

stepping outside the bounds of narrative. The structures they discover and describe become pseudo-actors in the "plots" they construct in order to explain a level of historical change which is indifferent to the intentions of those who endure it. The theory of history is distinct from the theory of action because the factors making history are not reducible to the consciousness of the historical actors, but the model of narrative covers both, for only narrative can express the experience of temporal existence. One of the tasks of the second volume will be to show the ways in which impersonal and supra-individual factors in history are generated in the course of the interaction of man and world. That volume will also include discussion of fictional narrative, including the anti-narrativist ambitions of the French "new novel".

Time and Narrative displays once more Ricoeur's ability to synthesize insights derived from many different sources in an original and challenging way. Hayden White has described it as raising the theoretical level of discussion in the philosophy of history. However, by the ambitious standards of Ricoeur's fundamental philosophical project the work must ultimately be judged not by its contribution to any particular area of the human sciences but in terms of its success in furthering the reader's understanding of the human condition. Before pronouncing on that we should wait for what is yet to come.

David J. Levy

David J. Levy is lecturer in sociology at Middlesex Polytechnic.

Put into other words

Studies in Platonic Political Philosophy

by Leo Strauss
University of Chicago Press, £21.25
ISBN 0 226 77703 0

This collection of papers, which appears ten years after Strauss's death, was designed by the author himself. The title, also chosen by the author, is something of a puzzle, since only two of the papers discuss works of Plato. The rest of the 15 pieces (mostly dating from the last years of Strauss's life) cover an extraordinary range of writers, from Xenophon and Thucydides to Maimonides, Machiavelli, Nietzsche, Hermann Cohen - and the Bible. An interesting introductory essay by Thomas L. Pangle struggles to make a coherent story about Strauss's thought as it is revealed (or revealed) in these papers and his other books. But the devoted reader is still left plenty of cryptographic and other interpretative work to do.

Devotion, above all else, is what Strauss demands of his reader. Most essays on philosophical subjects will identify an issue or a problem, explore its difficulties in a more or less argumentative way, and offer us a reasoned conclusion about it: they give us a focus for thought. But although some of the shorter pieces in this book

remind one of this standard sort of philosophical writing, it is not Strauss's preferred method, and not the method he adopts in the longer and (one presumes) more ambitious papers in the volume. What he likes to do is to take a philosophical classic and paraphrase it in fair detail, interspersing questions, indicating possible implications, noting what is not said as well as what is said, dwelling on apparent trivia, making connections and comparisons, and occasionally - very occasionally - a thesis about the general upshot of his discussion. The reader is submerged in description and in the particular - and in a flat and colourless prose. To persist he must believe he can hear Strauss saying: "Trust me: it will eventually add up to something - deep meanings will emerge."

Strauss wrote in this unconventional way in a deliberate attempt to challenge our habits of reading and understanding the philosophical classics. Plainly, in his view, wrote to be read in the slow, patient manner only Strauss can appreciate. For he wrote in a time when philosophers were persecuted; so he could not say outright or directly what he believed; so he wrote to be read between the lines. But (Strauss complained) we moderns have lost all sense of the necessary tension between philosophy and the state, and have in consequence forgotten the art of reading philosophers like Plato, whose every word is crafted in consciousness of the dangers of free speech and of the need, therefore, to communicate by indirection. His mission, therefore, was to re-educate us as readers. Paraphrase was the instrument selected to achieve this goal; paraphrase, as a surrogate for the text itself, could be so devised as to

A detail from Mantegna's "Madonna and Child with the Magdalen and St John", around 1500. Taken from Leo Strauss's book *The Sexuality of Christ in Renaissance Art and in Modern Oblivion* (Faber, £25.00).

elicit from the reader those responses Plato or Maimonides or Machiavelli strove to prompt but in the modern period have failed to secure. Hence the paradoxical appropriateness of Strauss's boring and tentative style, which I suppose is meant to frustrate the wrong sorts of curiosity, while inviting decoding from the discerning and the devoted.

Given Strauss's title one approaches the second chapter, on Plato's *Apology* and *Crito*, with some expectation that here will be found some clue to Strauss's hopes of the collection as a whole. And in fact in each of the two works in question Strauss finds a major theme to preoccupy him. His reading of the *Apology* is distinctive enough to be worth retelling here. Socrates is made to represent his life of philosophical inquiry, examining himself and others, as obedience to the command of the god at Delphi. This claim Strauss takes to be "the sole proof of his believing in the gods of the city": that is, as the *Apology*'s rebuttal of the charge which led to his execution. But is Socrates's presentation of himself as god-directed sincere? Strauss tries to persuade us (by his usual technique of carefully disposed leading questions and asides) that it is not. He makes much, for example, of Socrates's comparison of himself with Achilles, who preferred to die rather than to risk dishonour: this is the necessary course, says Socrates, "wherever someone stations himself believing that it is best or is stationed by a commander". But Achilles's action, Strauss observes, "was not commanded to him by any man or god: does the comparison with Achilles not suggest that Socrates's way of life was not imposed on him by any command but originated entirely in his thinking that it is best?" What

motivates Strauss's imputation of insincerity? The view, I think, that theology, or at least traditional theology, is in any historical period the popular ideology of the state, which the philosopher cannot really believe.

An interesting, although hardly inevitable, interpretation. What is more interesting is that Strauss prudently makes no attempt whatever to explain this Platonic or Socratic insincerity as a function of writing under persecution. Here is a star case of a philosopher actually persecuted. Yet Plato champions him against his accusers and against the values of the Athenians quite openly and fearlessly. The *Apology* is the work that establishes Socrates in western intellectual tradition as hero of the individual conscience. If Plato's presentation of obedience to its dictates as the fulfillment of a divine mission is to be related to popular theological belief, the relation is surely an unsettling one, which does not for a moment conceal or palliate Socrates's fiercely rational independence of mind and action - even if it makes it more mysterious.

Malcolm Schofield

Dr Schofield is a fellow of St John's College, Cambridge.

Essays on Equality, Law and Education is the title of Volume 21 in the *Collected Works of John Stuart Mill*. This volume, published by Routledge & Kegan Paul at £39.50, is edited by John M. Robson and introduced by Stefan Collini. The essays include "On Marriage" (1832-3), "The Negro Question" (1850) and "The Subjugation of Women" (1869).

Dignified retreat

The British Empire 1558-1963
by T. O. Lloyd
Oxford University Press, £19.50 and £8.95
ISBN 0 19 873024 1 and 873025 X

Empires, so it seems, are only of interest when moribund or defunct. Gibbon's classic is about the decline and fall of Rome. Publicists in Elizabethan England laboured in vain to persuade their compatriots of the glories and benefits of empire, and imperial enthusiasm was only kindled in late Victorian Britain in time to be doused by the setbacks of the Boer War. But since the recent demise of the last European colonial regimes, all has changed. Television epics about British India enjoy a popularity beyond Kipling's wildest dreams. And the rise and fall of empires, once a theme for moralists and philosophers, is now the subject of multiply specialised research.

Few have been willing to attempt to mould the massive output of this industry into some order, and few have been so successful as is Professor Lloyd. Beginning in 1558 - a somewhat unsatisfactory choice since it excludes important English pioneering ventures under the early Tudors - he succinctly examines the whole British imperial achievement up to 1962 when, in the old familiar style, an unsuitably equipped expedition was able to regain control of the South Atlantic outpost of the Falklands. Little has escaped his eye, whether revolt in seventeenth-century Virginia, European intermarriage with local women in pre-mutiny India, or the origins of the nationalist parties in present-day Wales and Scotland.

The establishment and development of the first settlements in North America, the true if belated beginnings of English colonial expansion, are deftly outlined. There are lucid discussions of the growth of British economic strength in the seventeenth and eighteenth centuries and its impact on colonial policy. The significance of those familiar imperial landmarks, the acquisition of Canada, the loss of America, and the spread of British power in India, is carefully evaluated.

The much-discussed pause in territorial annexations in the mid-1800s is convincingly re-interpreted, and Professor Lloyd dispassionately examines that final outburst of expansion which left Britain at the turn of the century controlling some 100 territories and posts, ranging from vast areas of ancient and distinguished civilization to virtual deserts, and constituting the greatest agglomeration of lands brought under the rule of any West European power since antiquity.

What had been impressively gained was eventually rapidly and expensively lost. The British empire was already flagging by the end of the nineteenth century. The First World War fostered a sense of national identity in many of the overseas territories and at the same time opened the eyes of their leaders to the inadequacies of British statesmanship. The Second World War left Britain impoverished, and with her prestige in Asia destroyed, like that of other European colonial powers, by humiliating defeats at the hands of victors in a war which had been fought, at least in India, in the name of liberation. Thereafter, notwithstanding occasional attempts to reassert

imperial authority - some successful, as against Iran in 1951; some disastrous, as with the Suez campaign of 1956 - the story was one of retreat. Compared with the doings of France and Portugal, immersed in bloody and futile struggles to hold onto their declining possessions, it was a dignified retreat, even if one of ever increasing pace as costs rocketed and problems multiplied.

This complex history Professor Lloyd examines coolly, conservatively and pragmatically. His scholarship is admirable, his approach often indulgent and his writing economical, vivid and urbane. Urbanity, however, can easily lapse into blandness, and at times Professor Lloyd's views appear more charitable than events or his evidence warrant. The Tudor and Stuart dynasties get on the whole a better press than they deserve. Later he crisply rejects the argument that imperial political control damaged the economic development of dependencies, arguing that this was clearly not the case with nineteenth-century Canada or Australia. But there is much more to the matter than this. The misfortunes of the Indian textile industry cannot be dismissed, nor can the early and unhappy economic history of Ireland,

which by 1800 was paying about 25 per cent of its annual income to absentee landlords. And as Professor Lloyd himself admits of the more recent history of oil in the Persian Gulf, industrialized countries extracted wealth "on a scale so immense that it dwarfed anything else that could be called economic imperialism". Overall the emphasis of the book is perhaps too exclusively political and economic. It pays little attention to life in various parts of an empire characterized by a system of outdoor relief for the upper classes. There is little or no discussion of cultural issues, and no evaluation of the imperial influence (disastrous, some might say) on British education and society. But these are matters of opinion and not of fact. Lloyd is to be congratulated on his mastery and eminently readable synthesis which will be of the greatest value as a basic text in schools and universities.

Geoffrey Scammell

Geoffrey Scammell is a fellow of Pembroke College, Cambridge.

BOOKS

Into the flame

Alun Lewis: a life
by John P. Koussios
Poetry Wales Press, £12.95
ISBN 0 907476 26 0

In April 1943 Arthur Koestler published an essay in *Horizon* on Richard Hillary, the atrociously burned RAF pilot who had returned to active service and had just been killed. "When all is said and done," Koestler wrote, "then indeed a man's longing for the Holy Grail may become so strong that he flies like a moth into the flame, and having burned his wings crawls back into it again." When Alun Lewis, serving in India with the Sixth South Wales Borderers as an Intelligence Officer, read Koestler's words in September, he wept, so closely did they touch his own concerns. Six months later, in March 1944, Lewis died, by accident, while preparing to go out on patrol against the Japanese. Lewis's death followed by that of Keith Douglas at Normandy just after D-Day, was a loss to British literature of the sort which invites tedious speculation. Incalculable? True? Both poets possessed more exciting capacities to use language, and greater energies to explore experience through metaphor, than their surviving near-contemporary, Roy Fuller, had they lived through the war and found the postwar world as filled with invitations to well-mannered verse, as Fuller has, there would have been little interest in a biography of either. As it is, Desmond Graham's *Keith Douglas* and John P. Koussios's life of Lewis deepen and transform our image of both poets. The changes in our understanding of Lewis are dramatic in the extreme, and much credit is due to Koussios's fascinating research.

A selection of Lewis's letters from India appeared after the war in a limited edition. There was a posthumous collection of poems, assembled by Lewis (*Hal Hal Among the Trumpets*, 1945), and an impressive collection of short stories (*In the Green Tree*, 1948). Ian Hamilton edited a selection of Lewis's writings in 1966, and a small *Selected Poems* appeared in 1981. Poetry Wales Press issued a *Miscellany* of Lewis's uncollected writings two years ago, edited by John P. Koussios. Given the profusion of new and important materials which

Pikoulis has used in the biography, which includes unpublished correspondence and journals, it would clearly be appropriate for a new comprehensive edition of Lewis to be prepared. A minor complaint about the biography is that it includes no suitable photograph of Lewis's widow Gwen (her face is blurred in the one photograph of her included); and the footnotes are unnecessarily hard to relate to the text. But it is a true critical biography. Koussios's interpretation of Lewis's development of a writer is as insightful as the biographical narrative. It is unusual for a critic and biographer to be so harmoniously joined.

The most important insights which this book adds to the understanding of Lewis come out of the poet's relations with three women: Gwen, his mother; Gwen, a class-mate at the University College, Aberystwyth whom Lewis married; and Freda Ayrton, a married woman with whom Lewis fell in love while in India. This last relationship complicates the story, and his letters to Freda makes the published correspondence between Lewis and his mother, and that with his wife, in 1943-44, much more fascinating.

Women and Joyce

Joyce and Feminism
by Bonnie Kime Scott
Harvester, £25.00
ISBN 0 7108 0686 8

In her last chapter, Bonnie Kime Scott shows some uneasiness about her title: "There is a risk of lost audience in the use of 'feminism' in the title of this book. It is a chance taken in the hope of reviving attitudes towards feminism."

I don't believe there was much "risk" (the word "feminism" is likely to attract as many readers as it repels, both for rather trivial reasons) and the "hope" expressed is hardly the concern of a book on Joyce. The prime purpose of a title is to indicate contents, and this one suggests an approach both more consistent and more limited than is, in fact, offered: *Joyce and Women* would have been nearer to the mark.

The mainly biographical chapters ("Early Encounters with Feminism", "The Female Family of Joyce" and "New Free Women in the Company of Joyce") are well-informed, concise and judicious. They properly emphasize aspects of Joyce's life which, although not neglected by other writers,

ing; it also prevents readers from overemphasizing Lewis's unhappiness and isolation in the army. Lewis's father was a teacher, "too stolid" for his lively, ambitious wife. Alun was profoundly shaped by his mother's artistic yearnings (she sent her poems to him while he was in the army); it was her decision to send him to grammar school, which Koussios argues cut him irrevocably off from Welshness, and his mother decided that he should study history at university, not literature, to prevent the dulling of his literary promise. Lewis seems never to have escaped, emotionally, from his mother. His wife, who Koussios has difficulty bringing to life, seems to have been unable to connect herself with Lewis. Reading between the lines of Koussios's biography, it would appear that Lewis never had much of a sexual relationship with his wife, or with anyone else.

He was variously described by acquaintances as gentle, quiet, non-communicating, soft-voiced, abstracted, doxy, daft. "It is my character to have no character," Lewis once complained. Struggling to find an identity, he became a socialist. John Lehmann remembered Lewis in the

early part of the war as a "convinced, proselytizing socialist". When he arrived in India, the starkness of the landscape and the poverty of the people stripped away the veneer of humanitarianism and politics. In "The Jungle" he wrote:

But we who dream beside this jungle pool
Prefer the instinctive rightness of the poised
Pied kingfisher deep darting for a fish
To all the banal rectitude of states.

Writing alone seemed to allow him a glimpse of wholeness and repose. After the war he planned a writerly career in the distant land of peace, hoping to deal with "the law, the police, the insurance, the hospitals, the employment exchanges, the slums". But as he pointed out in one of his last letters to his parents, he knew more Urdu than Welsh.

Eric Homberger

Eric Homberger is lecturer in the school of English and American studies at the University of East Anglia.



Alun Lewis

benefit from Mr Scott's close and coherent inspection. The critical chapter, on the other hand, varies considerably in kind and quality. The purpose of the first, "Emma" is to argue that, in *Stephen Hero*, there are "ironies about Stephen's pursuit of Emma that were intended by Joyce but largely missed by scholars attentive to other things". Ms Scott seems too anxious to leap to the defence of Joyce's only "central, sustained, individualized portrait of a modern, urban, intelligent young woman who is permitted to some extent to speak her mind and direct her affairs". Is the portrait really "sustained" or "individualized"? Apart from a few scraps of dialogue, we are dependent on Stephen for what we know of Emma, and, although Joyce no doubt presents the young man with irony, this is not enough to transform the "real" Emma into a character "more likable than Stephen". I doubt whether Joyce was very interested in likability, or concerned to attribute the quality to either person. Perhaps, having done her research into the Sheehy family, and feeling that Joyce, in presenting Emma Clery, seemed unfair to the earnest and intelligent young woman on whom he based the character, Ms Scott hoped to explain away the injustice by supposing that he meant to expose Stephen's imperceptible rather than Emma's conventional limitations.

The chapter on "Molly" is altogether more penetrating and sophisticated; it avoids the usual simplifications, recognizes the complications and contradictions in Joyce's attitude towards women, and refuses to reduce Molly either to a sexually excited Dublin housewife or an archetypal figure. Many critics have tended to accept Stephen as both an individual and a representative artist-figure, have failed to make a comparably flexible response to Molly. It is not easy to say anything new about a character so frequently discussed, but Ms Scott's

in general, however, Ms Scott is persuasive and reasonable in her attempt to demonstrate what feminist criticism has to offer, and her book is a useful, specialized view of Joyce's career and work.

C. H. Peake

C. H. Peake is professor of English at Queen Mary College, London.

Dramatic qualities

Federico Garcia Lorca
by Reed Anderson
Macmillan, £13.00 and £4.95
ISBN 0 333 31887 0 and 31888 9
Lorca's *Romancero Gitano* a ballad translation and critical study
by Carl W. Cobb
University Press of Mississippi, distributed by European, £14.60
ISBN 0 87805 117 5

Although Lorca is unquestionably the best-known Spanish dramatist of this century, any critic writing for a non-specialist, English-speaking readership must confront its unfamiliarity with the nature of Spanish - and especially Andalusian - life, tradition and culture. In addition, it should be the critic's aim, particularly in a series which proclaims its international appeal, to show how Lorca transformed Spanish into universal preoccupations and to assess both his debt and contribution to European theatre. Such demands, it must be said, are unlikely to be met in a study of some one hundred and fifty pages.

Professor Anderson's examination of Lorca's life in relation to his writing rightly emphasizes two important and highly formative childhood influences: his contact with nature and popular tradition. In contrast, the significance and stimulus of Lorca's ten-year stay at the Residencia de Estudiantes in Madrid and his contact there with Luis Buñuel and Salvador Dalí are sadly neglected. So too, in a chapter on Lorca and the Spanish theatre, is his directorship of the travelling theatre company, La Barraca, though Anderson's account of the Spanish theatre of the 1920s and 1930s and of Lorca's reforming aims in relation to a stagnant bourgeois, commercial theatre are informative enough.

All the plays - puppet plays, farces, comedies and tragedies - are examined in lesser or greater detail, pride of place being given to the three rural tragedies: *Blood Wedding*, *Yerma*, *The House of Bernarda Alba*. Anderson is at his best in his analyses of these, his discussion of the illusion of reality, his discussion of the psychological interest of *Don Perlimpin*. On the other hand, promising statements on the nature and development of Lorca's dramatic technique - "What is perhaps most striking is the range of possibilities for the stage that is explored from one of these works to the next" - are rarely followed up in any real detail. The penultimate scene of *Blood Wedding*, for example, affords the critic a wonderful opportunity to show how Lorca was strongly influenced by both symbolism and surrealism. Similarly, the remarkable *As Soon As Five Years Go By* - a clumsy translation - and *The Public*, both written at the height of the surrealist movement, cry out to be examined in that context. Professor Anderson's failure to do so points either to his limitations or to the constraints of the series and is a major weakness in an otherwise well-written book.

Lorca's *Romancero Gitano* (*Gypsy Ballads*), published in 1928, continues to be his most appealing volume of poetry, combining the popular tradition of the old Spanish ballad with the more learned tradition of Góngora and his followers. In terms of form, the Spanish ballad, ancient and modern, is distinguished by a line of eight syllables with assonance in alternate lines instead of full rhyme, both characteristics which contribute greatly to the pace, immediacy and directness of this kind of poetry.

Professor Carl W. Cobb's "transliterations", rather than translations, of the *Gypsy Ballads* stem from his conviction that it is wrong to assume "the inviolable sanctity and uniqueness of his [Lorca's] texts" to the point that the translator can only translate literally. Consequently, Cobb seeks to recreate the Spanish ballads in the traditional form of the Scottish and English ballads - replacing assonance with full rhyme and a regular eight syllable line with one of eight syllables followed by one of six.

The effect of the attempted transposition, given the presence of rhyme, is that Lorca's relatively straightforward syntax is often inverted. *Preliendo de Antonio el Camborio* (*The Arrest of Tony el Camborio*) provides one example among many when "A la mitad del camino cortó limones redondos" becomes "Halfway to the town some lemons round/ He picked as along he strolled". Rhyme is thus an inevitable constraint. In addition, Cobb's "transliterations" are often too wordy and Lorca's simple but striking effect is lost. So, Antonio's olive complexion, "*Moreno de verde luna*", is rendered "Dark one inclined to green moon sign". There are also some inexplicable lapses, as in the evocation of Antonio's fight with his cousin. His heroism - "*Lee clavó sobre las botas mordidas de jabalí*" - becomes pure bathos - "He perched the boots of loes in pursuit/ With nibbles of wild boar".

Despite the examples quoted, many of Cobb's lines read well, especially if the original is set aside. But the key question is, of course, to what extent the original should be set aside, and it has to be said that the flavour and their stark and dramatic quality could probably be better captured in English lines of eight syllables in blank verse. Cobb's "transliterations" are accompanied by three essays and a detailed commentary on the ballads which are often useful if sometimes ostentatiously erudite.

Gwynne Edwards

Gwynne Edwards is professor of Spanish and head of the department of Romance languages at University College, Aberystwyth.

BOOKS

Critical stages

Text and Performance:

Hamlet
by Peter Davison
Macmillan, £2.95
ISBN 0 333 33994 0
Antony and Cleopatra
by Michael Scott
Macmillan, £2.95
ISBN 0 333 33997 5
Henry IV, parts 1 and 2
by T. F. Wharton
Macmillan, £2.95
ISBN 0 333 33999 1
A Midsummer Night's Dream
by Roger Warren
Macmillan, £2.95
ISBN 0 333 33998 3
Shakespeare in Performance:
Who's Who at the End of the World
by L. L. Styan
Manchester University Press, £9.50
ISBN 0 7190 0596 6

The purpose of the series in which these books appear is to complement the experience of reading a Shakespeare play with the equally indispensable experience of performance. And not only theatrical performance: cinema and television with their different modes of visual presentation and audience participation are also included in the survey.

In each of the "Text and Performance" volumes, the first half discusses literature, mood and principal themes of the play, as expressed in its language, action and imagery, the second half discusses the play as it is performed by a select number of productions of recent years. It might be thought that the latter approach could present difficulties, since the details of particular productions might be insufficiently familiar to the majority of

readers. In practice, it works effectively, since attention is concentrated less on visual effects than on characterization. Characters are analysed not in the Bradleian manner, as literary portraits, but in terms of the different interpretations of them created by famous performers and directors.

Hamlet presents the most formidable challenge as regards compressing the necessary information into a limited compass, so that the textual half of the book is bound to be selective. Peter Davison handles this problem judiciously. He calls attention to the mortality of youth to grapple with the mortality as one of the crucial themes of the play, and rightly calls attention to the comic element as an especially prominent ingredient in Shakespeare's handling of tragedy at this stage in his career. In discussing the perennial problem of cutting the text to a manageable dramatic shape he hardly makes it sufficiently clear that - even allowing for the speed of Elizabethan performance - Shakespeare wrote more lines for this play than his own theatre could have accommodated: he is on firmer ground when he remarks in this context that all productions of *Hamlet* are adaptations. The performance section covers more ground than any of the companion volumes, ranging from David Garrick's, through Richard Burton's, Olivier's film, and the Marowitz "collage *Hamlet*", the last-named, if not praised, is sympathetically described.

In his analysis of *Antony and Cleopatra* Michael Scott considers that the tragedy is to be found within the natural conflict of the deities Mars and Venus, but this interpretation scarcely gives enough weight to the other warring elements in Antony's complex character. And a comparison of the Mars/Venus conflict with that set forth by Chaucer in *The Knight's Tale* seems more distracting than illuminating. This section of the book is strongest in its account of Cleopatra's character and in its commentary on the final scene. The performance section offers an excellent dramatic appreciation of five major interpretations, the all-round palm being awarded to Richard Johnson/Janet Suzman.

The author of the *Henry IV* volume gives most of his attention to the



A famous Hamlet, from Melvyn Bragg's Laurence Olivier (Hutchinson, £12.50).

historical and political aspect of the plays. He points out that while Shakespeare necessarily drew his material from pro-Tudor historians, he subtly interweaves his own comment on the manufacture of history by allowing his characters to dispute the facts at every turn - each man becoming his own historian. The character of Falstaff is not examined individually - except in its familiar derivation from the Vice of the medieval drama - but rather in relation to Hal and Henry IV, and as an alternative father figure to the Prince. This approach has its justifications, since literary studies of Falstaff abound, and the balance is redressed in the second half of the book. This contrasts four recent performances - and surveys very thoroughly the diverse qualities of the character as conceived by its interpreters. Two minor shortcomings may be noted in this generally very informative book: the reading list is short (omitting Maurice Morgann's famous essay) and the textual section does not touch upon Shakespeare's extended use of prose, especially for comedy, in these plays.

A Midsummer Night's Dream is the best balanced of these four volumes. Roger Warren argues against the recent critical trend which interprets the play as presenting abstract issues, such as the conflict between illusion and reality, and prefers instead to focus attention on the four worlds of the play - the court, the fairies, the lovers and the mechanicals - and the dramatic techniques by which Shakespeare brings them together. He also closely examines the play's language and its deliberate contrasts of style, and the ways in which these are employed to create and illuminate character. The performance section not only examines the aims of the various productions cited, but also examines their aesthetic effect with a greater critical rigour than that shown in the other volumes: it concludes that Peter Brook's 1970 Royal Shakespeare Company production, for all its arresting quality, disregards the structure of the play, and cuts across Shakespeare's explicit intention in the writing of certain scenes.

The new "Shakespeare in Performance" series follows a different scheme. It aims at a reading of the

plays which is open to the discoveries made by theatrical interpretation. The first half of this volume is entitled "Issues of Performance", and discusses the play's theatrical history, its most prominent dramatic qualities, and the nature of the principal characters. The second provides a scene-by-scene running commentary with frequent reference to detailed effects or business in past productions. *All's Well* is a particularly apt choice, since its appreciation has depended almost entirely upon the productions of the past thirty years. Modern taste has been undeterred by the play's unusual lack of memorable poetry, and has positively welcomed its anti-hero, its heroine who is willing to use any weapon to redress the imbalances of sex and class, and its wealth of rebarbative ideas and situations: as much so that a critic in 1968 found it "much the most enjoyable of Shakespeare's comedies". By comparison with the "Text and Performance" series this one provides neither a literary appreciation nor a panoramic view of the play, but rather surveys it in close-up and offers a minute and continuous account of the stage effect of each scene.

Neither of these series could have been conceived or executed earlier than the mid 1980s. Only since then has a sufficiently stable and versatile national repertoire existed so as to ensure the regular presentation of all the plays in the canon with a high degree of professional skill. Inevitably the productions are limited, with rare exceptions, to the work of the Royal Shakespeare Company and the associated BBC television productions. But given the present wealth of the British stage in performing and directorial talent, there is little danger of uniformity of repetition. An appreciation equally balanced between reading and theatre-going, such as these series aim to achieve, is something which Shakespeare himself could scarcely have dreamed of, but would surely approve.

Ian Scott-Kilvert
Ian Scott-Kilvert was formerly literary director of the British Council.

Leading 1984 titles in:

THE POLITICS OF EAST-WEST TRADE
Edited by Gordon B. Smith
October 1984, c.267 pages, index.
ISBN 0 86531 713 5, £32.75

THE FIRST EUROPEAN ELECTIONS
Neo-Fascism and the European Parliament
by P. Swaine
May 1984, 174 pages, index.
ISBN 0 86531 816 8, £17.00

THE FOREIGN POLICIES OF ARAB STATES
Edited by Khalid A. H. H. H. H.
October 1984, 354 pages, index.
ISBN 0 86531 697 8, £35.00

LATIN AMERICAN NATIONS IN WORLD POLITICS
Edited by Harold Munoz and Joseph S. Turkin
December 1984, c.290 pages, index.
Hardback ISBN 0 86531 688 0, £35.00
Paperback ISBN 0 86531 689 9, £16.00

NONSTATE ACTORS IN INTERNATIONAL POLITICS
From Transnational to Substate Organizations
Philip Taylor
A comprehensive analytical survey of the many organizations, particularly outside the UN, which make up the international system. What each nonstate actor does, how it organizes to achieve its ends, how it makes material international decisions, and the degree of integration in each nonstate actor surveyed is evaluated.
October 1984, 247 pages, index.
Hardback ISBN 0 86531 344 X, £35.00
Paperback ISBN 0 86531 345 6, £16.00

EUROPE AND THE SUPERPOWERS
Economic, Political and Military Relations
Edited by Steven Bathien and Ivan Volgyes
An assessment of the current economic, political, and military dimensions of Europe's international relations which considers the prospects for change, focusing on the role of the rival alliance systems (NATO and the Warsaw Pact), Soviet conceptions of the future of Europe, US goals concerning the maintenance of NATO, and European assessments of its own interests and objectives.
December 1984, c.230 pages, index.
ISBN 0 86531 857 5, £16.00

JAPAN'S NEW WORLD ROLE
Edited by Joshua D. Kirtz and Tilly C. Friedman
December 1984, c.210 pages, index.
ISBN 0 86531 016 6, £16.25

JAPAN'S FOREIGN RELATIONS
A Global Search for Economic Security
Edited by Robert S. Ozafo and Walter Arnold
January 1985, c.242 pages, index.
Hardback ISBN 0 86531 778 X, £17.00
Paperback ISBN 0 86531 779 8, £8.25

CHINA AND THE WORLD
Chinese Foreign Policy in the Post-Mao Era
Edited by Samuel S. K. Kim
December 1984, c.382 pages, index.
Hardback ISBN 0 86531 558 8, £35.00
Paperback ISBN 0 86531 557 4, £14.25

MILITARY STRATEGY IN TRANSITION
Defense and Deterrence in the 1980s
Edited by Keith A. Dunn and Willem O. Steudennier
December 1984, c.212 pages, index.
ISBN 0 86531 789 6, £25.00

THE MIDDLE EAST MILITARY BALANCE 1984
Mark A. Heller, Dal Tamnan and Zeev Eytan
February 1985, c.350 pages, index.
ISBN 0 86531 017 3, £32.75

NUCLEAR ARMS CONTROL CHOICES
Harold Brown and Lynn E. Davis
November 1984, c.350 pages, index.
ISBN 0 86531 888 3, £19.00

TOWARD THE UNDERSTANDING AND PREVENTION OF GENOCIDE
Proceedings of the International Conference on the Holocaust and Genocide
Edited by Israel W. Charney
October 1984, c.400 pages, index.
ISBN 0 86531 843 3, £28.25

THE DEFENSE OF THE WEST
Strategic and European Security Issues Reappraised
Edited by Robert Kennedy and John M. Weinstein
Civilian and military defense analysts in the U.S. Army War College Strategic Studies Institute offer a lucid analysis of the complex mosaic of strategic and European defense issues.
November 1984, c.444 pages, index.
Hardback ISBN 0 86531 612 8, £40.00
Paperback ISBN 0 86531 613 6, £16.00

POLARITY AND WAR
The Changing Structure of International Conflict
Edited by Alan Nad Sabrosky
Provides the most current assessment available of the relationships among power, alliance, polarity, and international conflict in today's emerging world system.
December 1984, c.225 pages, index.
ISBN 0 86531 700 0, £16.25

PEACEKEEPING ON ARAB-ISRAELI FRONTS
Lessons from the Sinai and Lebanon
Nathan A. Peled
November 1984, c.400 pages, index.
ISBN 0 86531 889 9, £16.00

THE MIDDLE EAST MILITARY BALANCE 1984
Mark A. Heller, Dal Tamnan and Zeev Eytan
February 1985, c.350 pages, index.
ISBN 0 86531 017 3, £32.75

NUCLEAR ARMS CONTROL CHOICES
Harold Brown and Lynn E. Davis
November 1984, c.350 pages, index.
ISBN 0 86531 888 3, £19.00

TOWARD THE UNDERSTANDING AND PREVENTION OF GENOCIDE
Proceedings of the International Conference on the Holocaust and Genocide
Edited by Israel W. Charney
October 1984, c.400 pages, index.
ISBN 0 86531 843 3, £28.25

THE DEFENSE OF THE WEST
Strategic and European Security Issues Reappraised
Edited by Robert Kennedy and John M. Weinstein
Civilian and military defense analysts in the U.S. Army War College Strategic Studies Institute offer a lucid analysis of the complex mosaic of strategic and European defense issues.
November 1984, c.444 pages, index.
Hardback ISBN 0 86531 612 8, £40.00
Paperback ISBN 0 86531 613 6, £16.00

POLARITY AND WAR
The Changing Structure of International Conflict
Edited by Alan Nad Sabrosky
Provides the most current assessment available of the relationships among power, alliance, polarity, and international conflict in today's emerging world system.
December 1984, c.225 pages, index.
ISBN 0 86531 700 0, £16.25

PEACEKEEPING ON ARAB-ISRAELI FRONTS
Lessons from the Sinai and Lebanon
Nathan A. Peled
November 1984, c.400 pages, index.
ISBN 0 86531 889 9, £16.00

THE MIDDLE EAST MILITARY BALANCE 1984
Mark A. Heller, Dal Tamnan and Zeev Eytan
February 1985, c.350 pages, index.
ISBN 0 86531 017 3, £32.75

NUCLEAR ARMS CONTROL CHOICES
Harold Brown and Lynn E. Davis
November 1984, c.350 pages, index.
ISBN 0 86531 888 3, £19.00

TOWARD THE UNDERSTANDING AND PREVENTION OF GENOCIDE
Proceedings of the International Conference on the Holocaust and Genocide
Edited by Israel W. Charney
October 1984, c.400 pages, index.
ISBN 0 86531 843 3, £28.25

THE DEFENSE OF THE WEST
Strategic and European Security Issues Reappraised
Edited by Robert Kennedy and John M. Weinstein
Civilian and military defense analysts in the U.S. Army War College Strategic Studies Institute offer a lucid analysis of the complex mosaic of strategic and European defense issues.
November 1984, c.444 pages, index.
Hardback ISBN 0 86531 612 8, £40.00
Paperback ISBN 0 86531 613 6, £16.00

POLARITY AND WAR
The Changing Structure of International Conflict
Edited by Alan Nad Sabrosky
Provides the most current assessment available of the relationships among power, alliance, polarity, and international conflict in today's emerging world system.
December 1984, c.225 pages, index.
ISBN 0 86531 700 0, £16.25

PEACEKEEPING ON ARAB-ISRAELI FRONTS
Lessons from the Sinai and Lebanon
Nathan A. Peled
November 1984, c.400 pages, index.
ISBN 0 86531 889 9, £16.00

THE MIDDLE EAST MILITARY BALANCE 1984
Mark A. Heller, Dal Tamnan and Zeev Eytan
February 1985, c.350 pages, index.
ISBN 0 86531 017 3, £32.75

NUCLEAR ARMS CONTROL CHOICES
Harold Brown and Lynn E. Davis
November 1984, c.350 pages, index.
ISBN 0 86531 888 3, £19.00

TOWARD THE UNDERSTANDING AND PREVENTION OF GENOCIDE
Proceedings of the International Conference on the Holocaust and Genocide
Edited by Israel W. Charney
October 1984, c.400 pages, index.
ISBN 0 86531 843 3, £28.25

THE DEFENSE OF THE WEST
Strategic and European Security Issues Reappraised
Edited by Robert Kennedy and John M. Weinstein
Civilian and military defense analysts in the U.S. Army War College Strategic Studies Institute offer a lucid analysis of the complex mosaic of strategic and European defense issues.
November 1984, c.444 pages, index.
Hardback ISBN 0 86531 612 8, £40.00
Paperback ISBN 0 86531 613 6, £16.00

POLARITY AND WAR
The Changing Structure of International Conflict
Edited by Alan Nad Sabrosky
Provides the most current assessment available of the relationships among power, alliance, polarity, and international conflict in today's emerging world system.
December 1984, c.225 pages, index.
ISBN 0 86531 700 0, £16.25

PEACEKEEPING ON ARAB-ISRAELI FRONTS
Lessons from the Sinai and Lebanon
Nathan A. Peled
November 1984, c.400 pages, index.
ISBN 0 86531 889 9, £16.00

THE MIDDLE EAST MILITARY BALANCE 1984
Mark A. Heller, Dal Tamnan and Zeev Eytan
February 1985, c.350 pages, index.
ISBN 0 86531 017 3, £32.75

NUCLEAR ARMS CONTROL CHOICES
Harold Brown and Lynn E. Davis
November 1984, c.350 pages, index.
ISBN 0 86531 888 3, £19.00

TOWARD THE UNDERSTANDING AND PREVENTION OF GENOCIDE
Proceedings of the International Conference on the Holocaust and Genocide
Edited by Israel W. Charney
October 1984, c.400 pages, index.
ISBN 0 86531 843 3, £28.25

THE DEFENSE OF THE WEST
Strategic and European Security Issues Reappraised
Edited by Robert Kennedy and John M. Weinstein
Civilian and military defense analysts in the U.S. Army War College Strategic Studies Institute offer a lucid analysis of the complex mosaic of strategic and European defense issues.
November 1984, c.444 pages, index.
Hardback ISBN 0 86531 612 8, £40.00
Paperback ISBN 0 86531 613 6, £16.00

POLARITY AND WAR
The Changing Structure of International Conflict
Edited by Alan Nad Sabrosky
Provides the most current assessment available of the relationships among power, alliance, polarity, and international conflict in today's emerging world system.
December 1984, c.225 pages, index.
ISBN 0 86531 700 0, £16.25

PEACEKEEPING ON ARAB-ISRAELI FRONTS
Lessons from the Sinai and Lebanon
Nathan A. Peled
November 1984, c.400 pages, index.
ISBN 0 86531 889 9, £16.00

THE MIDDLE EAST MILITARY BALANCE 1984
Mark A. Heller, Dal Tamnan and Zeev Eytan
February 1985, c.350 pages, index.
ISBN 0 86531 017 3, £32.75

NUCLEAR ARMS CONTROL CHOICES
Harold Brown and Lynn E. Davis
November 1984, c.350 pages, index.
ISBN 0 86531 888 3, £19.00

TOWARD THE UNDERSTANDING AND PREVENTION OF GENOCIDE
Proceedings of the International Conference on the Holocaust and Genocide
Edited by Israel W. Charney
October 1984, c.400 pages, index.
ISBN 0 86531 843 3, £28.25

THE DEFENSE OF THE WEST
Strategic and European Security Issues Reappraised
Edited by Robert Kennedy and John M. Weinstein
Civilian and military defense analysts in the U.S. Army War College Strategic Studies Institute offer a lucid analysis of the complex mosaic of strategic and European defense issues.
November 1984, c.444 pages, index.
Hardback ISBN 0 86531 612 8, £40.00
Paperback ISBN 0 86531 613 6, £16.00

BOOKS

Is and ought

Not in our Genes: biology, ideology and human nature
by Steven Rose, Leon J. Kamin and R. C. Lewontin
Penguin, £3.95
ISBN 0 14 022605 2

Although the academic debates over hereditarianism have declined in recent years, its conservative political impact remains. As committed socialists and veterans of the 1970s campaigns against IQ testing and sociobiology, the authors have joined forces to launch a formidable attack upon the notion that social inequality is based "in our genes". The result is not a monograph but a readable and witty critique for the educated layperson, devoting separate chapters to IQ, patriarchy, "maladjustment", mental illness, and sociobiology. Although specialists will probably be disappointed that so little data is presented in full, this is inevitable in a book of such scope: all sources are at least referenced.

How is biological determinism to be contested? Occasionally it can be readily dismissed as "bad science" where, for example, logic is obviously faulty or data have been invented (as in Cyril Burt's twin studies of IQ). Although they would clearly prefer to write off all biologists as unscientific (as one of them did in the 1970s), the authors are forced to proceed cautiously. For one thing biologists' arguments are not usually so poorly constructed and, indeed, have been advanced by the "best scientists" in relevant fields. Furthermore, the authors are well aware of the severe difficulties entailed in trying to judge concrete pieces of reasoning against ideal models of proper scientific logic: even "good science" often does not measure up. And as Marxists they accept that the questions which scientists ask and the types of explanation deemed adequate "are all historically relative". On what grounds, then, can they regard biologists as wanting? Their solution is to show that biological theories do not even satisfy the canons of argument in their own disciplines. Such sloppiness is scarcely perceived, they conclude, because most practitioners take for granted the political message commonly derived from their work.

If biological determinism is wrong, how should human behaviour be explained? Although most of this book concentrates on the fallacies of biological determinism, the authors make it very clear that they regard "cultural determinism" (that is, extreme environmentalist) explanations as equally inadequate. This position is spelled out most fully in the final chapter, in which they advocate a "dialectical" approach to human behaviour which must, among other things, transcend the reductionist incompleteness of both biological and cultural determinisms. This rejection of the latter, I believe, represents a genuine advance in the sophistication of anti-biological arguments. In the heat of debate during the 1970s neither liberals nor sections of the new left (as the authors note) dared to concede any credibility at all to biological constraints on behaviour. The unfortunate consequence was to estrange many biological and social scientists from one another. Now that the intensity of confrontation has slackened somewhat, reconciliation is more likely. A dialectical approach to behaviour might encourage biologists and social scientists to sit down together and try to develop complementary (rather than competing) bodies of theory. Because it is based on facts already well-known in both disciplinary areas, the authors' case for a dialectical perspective enjoys *prima facie* plausibility.

It is, of course, one thing to design a programme and another to implement it. If one examines how closely the authors' critiques of biology actually embody their dialectical perspective, the results are frankly mixed. The chapter on biology and gender differences accomplishes this nicely, attacking the argument for patriarchy without denying the relevance of biology *per se*. The chapter on IQ, however, is disappointing. Although it correctly



Pottery figure of a smiling boy, from central Veracruz (Late Classic period, 650-900 AD). Illustrated in the revised and enlarged edition of Michael D. Coe's *Mexico* (Thames & Hudson, £12.50).

points out that high heritability for a trait in a population does not mean that the trait is unchangeable, it then concludes quite facetiously that IQ can be increased "as much as social organisation will allow". Furthermore, important evidence for the hereditary interpretation of race differences is not presented (verbal versus non-verbal IQ scores of American blacks, average IQ scores of blacks versus other disadvantaged American minorities). Similarly, the chapter on schizophrenia fails to consider whether individuals might differ genetically in the extent to which they become mentally ill in response to particular kinds of social stress.

The same tendency is visible in the authors' treatment of the IQ/ought issue. They certainly recognize that the mere existence of biological differences between individuals or groups cannot logically determine how society should be organized. And they are well aware that socialists in Britain, the United States, Germany and the Soviet Union felt able during the 1920s

to endorse hereditary theories of intelligence without compromising their politics. But they seem loathe to use this kind of argument themselves. In their discussion of race and sex differences, for example, they never actually point out that the distributions of "American blacks" and "whites" IQs (or males' and females' spatial perceptual ability) overlap, such that even if these differences were entirely genetic, discrimination by race or sex would still be wholly unjustifiable. Why not exploit such discrepancies between IQ and ought? Perhaps the authors are still uneasy about conceding even the possibility of genetic contributions to behaviour for fear of aiding and abetting the new right. While in principle they roundly condemn cultural determinism, in practice they continue to rely upon it.

Jonathan Harwood

Jonathan Harwood is lecturer in the department of science and technology policy at the University of Manchester.

Lovell observed

Bernard Lovell: a biography
by Dudley Seward
Robert Hale, £12.95
ISBN 0 7090 1745 6

Sir Bernard Lovell is a man of quite remarkable drive and energy. After making valuable contributions to radar during World War II, he established and then ran the well-known radio astronomy observatory at Jodrell Bank. During the war, Dudley Seward (then a Group Captain in the Royal Air Force) worked closely with Lovell, and they have remained close friends. His account is therefore a detailed personal one, to a certain extent autobiographical.

The part devoted to the war period is concerned with the design of air-borne radar operating on a wavelength of 10 centimetres, and shows how the introduction to the RAF of a whole series of new and original equipments, sometimes in a somewhat under-developed state, enabled Bomber Command to maintain its lead in the "radar war". Accompanied largely by Lovell, this feat required tremendous drive and persistence, and developed in him an ability to "see clearly what he wanted and a determination to see that, in the end, he got it".

These personal qualities were to prove vital for his second major venture, when he returned to Manchester University after the war. Using some radio waves reflected from the upper atmosphere, he soon found that he was detecting the arrival of meteors from outer space. Encouraged by his subsequent contact with astronomers, he became interested in using radio waves to explore outer space, - deciding, characteristically, to enter the new field of radio astronomy by building a radio telescope that would be the largest and the best in the world. And that was the start of the present installation at Jodrell Bank.

The construction of the instrument, however, was to entail the solution of mechanical and financial problems that neither he, nor others concerned, had previously encountered. Seward's detailed account shows that many kindred, the estimated cost of which continued to escalate and the completion date for which seemed to get more and more remote, was in fact worthwhile. But Lovell, persisted in his attempts to obtain sufficient funds; and just when the doubts were being more freely expressed, the value of the equipment was suddenly and dramatically demonstrated: the telescope was used as a radar device to track the rocket that launched the first Russian artificial satellite. Indeed, it proved to be the only apparatus in the world that could do so, for it was mainly because of Russian and American reactions

Status of the engineer

Invitation to Engineering
by Eric Laithwaite
Blackwell, £14.50 and £4.95
ISBN 0 85520 661 6 and 662 4

British engineering is bedevilled by an image of the oilcan and the millwright. While the applied science of British eighteenth-century engineers was turned into a profession by nineteenth-century Europeans and Americans (and twentieth-century Japanese), the British bumbled along with the gifted amateur at one end of the profession and an association with the traditions of craft apprenticeship at the other. Engineering in Britain never achieved, therefore, the status of the lawyer or the doctor or the accountant in the way in which it did among our major competitors, who seized on engineering as a way of life and whose values contributed to the creation of wealth, from which in turn other values so highly prized in older societies are themselves derived. Without status in our society for the engineer, engineering and the art of making things are discredited in Britain or at best go unrecognized. And yet as oil runs out in the next century, it will be manufacturing industry that will have (yet again) to fill the economic gap that is left.

Treating engineering as a remote, or foreign, body of knowledge, however, means that products are developed elsewhere. Radios and televisions have in large measure from the Far East. The pocket calculator that presents so little mystery to the housewife and shopkeeper alike, originates in Japan. The binoculars, the typewriter, the camera and projector, the video recorder, its camera and the cassettes it uses are all imported.

Although engineers who are trained today are, in effect, the seedcorn of tomorrow's wealth, Britain's education system produces fewer engineers per head of the population than any other major industrialized nation. The task before us is therefore all the greater. It is to encourage as many young people as possible to enter engineering and to take up responsible posts in manufacturing industry. This is itself is not enough. It is not enough to assure a reasonable supply of technologists and engineers, physicists and chemists, scientists and mathematicians. It is necessary for the population as a whole to have an appreciation of what is constituted by their arts. Any book which encourages people to do this must be written in such a way that it is both appealing and effective in its mission.

Two things, at least, must come through clearly. First, the challenge

and excitement of engineering, which demands of the individual not just scientific and mathematical skills but conceptual abilities, a perception of what people will buy and an ability to transform that into an artefact. Though a specialist in one engineering discipline, he or she must be knowledgeable about others and about psychology, marketing and finance. There is no point in making a product unless it sells. Engineering is therefore never dull and often very exciting.

In short, the range of disciplines with which the engineer must be familiar has advanced with the increasing complexity and multiplicity of manufactured artefacts. Today's engineer must be extraordinarily well-informed: no single mode of training and no single discipline of education will impart the necessary breadth of experience and learning. In addition, engineering is now intensely competitive, brought about by the vast store of present-day knowledge and the extraordinary speed with which it can be communicated. The deployment of that knowledge and of those means of communication are essential tools of the engineers' craft - the engineer who is unable to access them, is, in relative terms, confined to the eternal re-invention of the wheel.

Second, the excitement of engineering must be conveyed in such a way as to stimulate the teenager. It cannot be wordy; it has to combine the precision of the engineer with the precision of the artist. Eric Laithwaite's book is artistic but not precise. It is long and rambling, hardly an encouragement for the busy teenager distracted by large quantities of work for examinations and by a multitude of other interests. Thus, it is a welcome invitation but not one which the teenager will necessarily accept in this form.

The book does compensate, however, for this shortcoming with its almost encyclopaedic appeal to a wider audience and to the more mature student in related disciplines - perhaps one of the branches of science. Laithwaite clearly distils the essential difference between an engineer and a scientist and between the doer and the philosopher. His examples of engineering "shortcuts", especially in calculations, bring a touch of nostalgia to the true engineer and will provide insight to others of the way engineers think. Altogether a most satisfying book - at least, for the converted.

Kenneth Corfield

Sir Kenneth Corfield is Chairman of Standard Telephones and Cables PLC.

Issues in Science Education: a bibliographic survey by K. M. Lillis and R. W. West has been published by the Association for Science Education at £12.95.

The Association for Educational and Training Technology's *International Yearbook of Educational and Instructional Technology 1984/85* has been edited by C. W. Osborne and published by Kogan Page at £20.00.

that the money was finally made available.

With its enormous aerial, Jodrell Bank became a symbol of British excellence in imaginative engineering. The era of "space science" was upon us. Lovell turned his attention to examining the radio waves emitted by astronomical objects, replacing the comparatively simple equipment he had initially been using and joining the select band of research centres that had been established just after the war.

Because the book has been written by a close friend and collaborator, it is inclined to present the story as seen by Lovell himself. Consequently, it does not tell us much about the environment in which the work was carried out, about what others were doing at the time, or about their influence on his achievements. The war work carried out at the Telecommunications Research Establishment (TRE) at Malvern, where several university scientists (including Lovell) were encouraged to develop new kinds of radar and where senior RAF officers came regularly to discuss their ideas. However, although the design of the instruments discussed in the book and their rapid introduction to the service, Lovell, in no way detracts from what he achieved to reward ourselves of the environment in which he worked or of the part played by others at TRE.

Similarly, when he became interested in tracking satellites, Lovell started an intensive campaign to get Britain into "space research". How-

ever, Seward does not mention any of the many successful experiments carried out by other British scientists using apparatus installed in rockets and satellites. Indeed, the list of 75 names in the appendix includes neither Sir Harrie Massey nor Sir Robert Boyd. To Seward, and presumably also to Lovell, "space research" meant only the making and launching of artificial satellites.

As for radio astronomy itself, the book does not attempt to compare results obtained at Jodrell Bank with those obtained elsewhere. For example, at Cambridge Sir Martin Ryle had been using a few small antennas to produce the same effect as a single antenna much larger than the one at Jodrell Bank. Although Seward mentions that, on one occasion, Lovell agreed that a new version of Ryle's antenna should have precedence over a new version of his own, he makes no attempt to compare the scientific results obtained by the two methods. Seward has clearly intended his book to be a portrait of a remarkable man and of his character, rather than an account of his scientific achievements. In this objective, he has succeeded admirably.

J. A. Ratcliffe

J. A. Ratcliffe was at the Cavendish Laboratory, Cambridge, before and after the war. He spent the war years at the Telecommunications Research Establishment, Malvern.

BOOKS

Chemical expertise

Science versus Practice:
chemistry in Victorian Britain
by Robert Bud and
Gerrilyn K. Roberts
Manchester University Press, £25.00
ISBN 0 7190 1070 5

There was once an age of faith in which it was possible to hold the comfortable belief that science was the parent of technology. First, it was said, a scientific principle was perceived in all its purity and then followed the wealth-creating, life-changing application. Such a belief inspired the founders of the Royal Society (1662), the Society for the Encouragement of Arts, Manufactures and Commerce (1745) and the Royal Institution (1799). In the 1950s I. D. Bernal and others began to advance the opposing view that science was the driving force behind scientific inquiry. They saw the mathematical and astronomical speculations of the sixteenth and seventeenth centuries as consequences of the demands of navigators; the navigators in turn were driven by the promise of wealth through the import of spices, dyes and medicinal from the other side of the world.

In recent decades historians of science have argued these and related questions: whether science owes more to technology than technology owes to science, whether science and technology grow together in symbiosis, or whether they are competitors for a finite body of material and intellectual resource. Bud and Roberts have declared their stance by their choice of a proposition denoting parties in opposition. Not *Science and Practice* but *Science versus Practice*.

For their model, the authors have selected one of the most pragmatic of scientists: the development of British chemistry in the nineteenth century. Readers should not, however, take this too literally, as there is nothing about the development of apparatus or techniques, nothing about the discovery of new elements or compounds, and little about the evolution of chemical theory. What is examined, in truly amazing detail, is the changing shape of the British chemical community and the institutions which sustain it.

The book compares early nineteenth-century London (where the establishment value of chemistry created new opportunities for lecturers) with Scotland and the north of England. The introduction of gas lighting brought its own environmental problems, and encouraged the growing class of consultants in most large towns. The drafting and examining of patents also called for chemical exper-

tise.

The year 1841 saw the founding of both the Chemical Society and the Pharmaceutical Society. The latter concerned itself with the training and employment of pharmacists, as well as the development of pharmaceutical knowledge, whereas the former confined its attention to fostering the science of chemistry, especially through the publication of research papers. Here, readers will find some highly interesting observations on the ways in which published papers multiplied.

The Royal College of Chemistry was set up in 1845 to cater for the needs of those with a vocational interest in chemistry, including medical students, manufacturers and landed families. The college operated a very flexible syllabus and timetable so that a student might attend at such times as fitted his other commitments. Although there was a core course, practical projects were chosen to reflect students' particular interests, perhaps in brewing, calico-printing, or metallurgy. Hofmann, whose appointment required exchanges between the Prince Consort and the Prussian government, fostered the research role of the college, publishing in the *Chemical Society's Quarterly Journal*.

Strikingly, the authors see the founding of the [Royal] Institute of Chemistry in 1877 as the activity of "status-conscious academically trained professionals". The pejorative language must not obscure the widespread concern to rescue analytical chemistry from the contumely in which it had come to be held. The acknowledged existence of "high" and "low" analysts, whose results respectively favoured the vendor and the purchaser of such bulk products as fertilizer and bleaching powder, could not be allowed to continue; nor could the public humiliation of chemical witnesses in murder trials. In these matters the Chemical Society, by the terms of its charter, could take little part.

Readers must be prepared for a good deal of pre-emptive location. Certain bodies of chemists are described as "the elite", the "academic elite", "philosophical elite", "self-styled elite", "patronal elite" and "social elite". Science itself is an "elite culture", and the chemical section of the British Association for the Advancement of Science bestows "glamour and patronage on its elite". In two chapters, at least, the writing is lost to the point of obscurity. These are, however, minor blemishes in a book which explores new territory in a new way. It is adequately indexed and extremely well documented with 580 references, many of which embody copious notes. A most useful bibliographical appendix points the reader to printed sources concerning 123 key figures in nineteenth-century British chemistry.

Alec Campbell

Alec Campbell is chairman of the historical group of the Royal Society of Chemistry.

Getting it taped

Interactive Video
by Eric Partridge
Sigma Technical, Wiley, £10.95
ISBN 0 905104 55 2
Video in Higher Education
edited by Ortrun Zuber-Skerritt
Kogan Page, £13.50
ISBN 0 85038 749 3

The use of a technological medium in education improves as the teaching profession develops a consensus about the pedagogical principles appropriate to it. Both these books are at the stage of pre-emptive for video, and tend to overstate its educational value.

Interactive Video is designed as an introduction to the use of computer-controlled videocassettes and videodiscs. At a technical level it works well. It provides a basic introduction to how video technology works, and how computer programs work, and tells readers just what they need to know to use the medium and to bluff their way past technical salesmen. A final chapter gives an interesting glimpse into the technological future by someone unaffiliated to specialists.

In many areas, the book is well researched, giving several examples of existing videocassettes and existing applications. Its credibility, however, is occasionally undermined: the section on graphics, sound, animation and presentation could have been written by anyone who has ever watched television; lip-service is paid to evaluation, but there is no budget for it in an otherwise extremely detailed section on costing; and flow-charts and storyboards are suggested for design, but a proper integration of computer and video needs more imaginative design tools.

As the book focuses on the technology rather than on the user, this has resulted in an unfortunate combination of both oversteering and under-exploiting the medium. There are some very overrated claims; "The medium is always present, in the same way, complete, correct, cogent" - the medium only guarantees that it is always present, as in every attributes are at the user's disposal. On the author, "With an information retrieval system which is both efficient and versatile, any single entry could be found within minutes" - well yes, but the major problem that arises is that the retrieval system that works for pictorial data in the same way in which existing database management systems work for numerical and verbal data.

Acid test

Analysis Using Glass Electrodes
by P. W. Linder, R. G. Torrington
and D. R. Williams
Open University Press, £20.00
ISBN 0 335 10420 7

It is now 75 years since the Danish chemist S. P. L. Sørensen introduced the idea of pH as a logarithmic index for the hydrogen ion concentration in an aqueous solution. Nowadays, most people are familiar with pH as some sort of measure of acidity on a scale 0 to 14, acid to alkaline, with 7 representing neutrality.

Sørensen later modified his definition of pH, when it was realized that electrochemical cells responded not to ion concentration in solution but to a sort of corrected concentration, called ionic activity - a phenomenon that arises because strong long-range forces between ions in solution affect their corporate behaviour. Unfortunately, a single ionic activity is immeasurable, not least because we cannot obtain a better full of a solution containing only one ion: it is necessary to balance charge to ensure electroneutrality. Therefore pH measurement is

based on an accepted electrochemical cell procedure in which a solution of unknown pH is compared with pH reference standards, the pH values for which have been assigned so that they are reasonably consistent with Sørensen's (notional) hydrogen ion activity definition. Although there is now broad agreement on this procedure, (known as the operational definition of pH), there has been much controversy during the past seven years, as this book relates, about the metrological aspects of the procedure - that is, about exactly how many pH reference standards are needed to define a scale of pH numbers.

The glass electrode is used to measure pH, so how does it analyse hydrogen ions in solution? Originating from the work of the great German chemist Fritz Haber, it consists of a thin membrane of special glass separating two aqueous solutions. The electrical potential difference developed across the membrane depends on the difference in hydrogen ion activity between the two solutions. By keeping one solution constant during measurements by placing it inside a bulb forming the membrane, the system (with reference electrodes to form a complete electrochemical cell) can be standardized to enable solutions of unknown hydrogen ion activity (pH) to be studied. It does not work, as many textbooks still claim, because hydrogen ions are transported through

the thin glass, but by way of hydrogen ion-exchange equilibria developed at its two surfaces. Glass electrodes - reference electrodes pairs with output to a pH meter - which is essentially a voltmeter able to cope with the high electrical resistance of the membrane of the glass electrode - have long been used in analytical laboratories, and by industrial chemists for quality control purposes where the significance of the pH value in terms of hydrogen ion activity is of no consequence, but the reproducible nature of the measurement is of paramount importance.

Chemists interested in the distribution of an element in various ionic forms (or "species") in solution - its "speciation" - have made considerable progress, so that it is now possible to undertake speciation studies even in naturally occurring complex systems such as lake and sea water. One key to the form of an element, such as calcium or iron, is the pH of the solution; by changing this by titration with acid or alkali, the concentration of the various species can be obtained from the hydrogen ion concentration.

The authors, like many other chemists interested in speciation studies, do not use a hydrogen ion activity approach to pH but alternatively standardize their operational cell with standards of assigned hydrogen ion concentration. This is feasible if an inert salt such as sodium nitrate is added to the solution, so that the ionic environment is constant and the activity effects (ionic interactions), which depend principally on the total number of ions in solution, can therefore reasonably be expected to be constant. This approach is very satisfactory for sea water, which is principally sodium chloride, but not for lake waters, the overall ionic content of which is low. Very precise measurements are required because an uncertainty of 1 millivolt in a glass electrode measurement can lead to an uncertainty of about 4 per cent in concentration, a fact nowhere stated in this book. Computers have been used to convert the results of pH titrations into speciation calculations, in order to aid understanding of chemical and ecological situations; some of the various published programs are given in the book.

In their introduction, the authors make the somewhat questionable claim that "the glass electrode [is] to solution chemistry what the silicon chip is to computers". Indeed, it is now possible to manufacture hydrogen-ion sensitive silicon chips, which will be commercially available within the next few years and may eventually render the glass electrode obsolete. The same fate may well befall this short book (only 86 pages), as I do not consider that it will provide adequate explanation of the many problems of pH and hydrogen ion determination for the wide audience of glass electrode users at whom it is aimed.

Arthur Covington

Arthur Covington is reader in physical chemistry at the University of Newcastle upon Tyne.



Scanning electron micrograph of female *Aedes* mosquito sucking blood from human skin. Illustrated in Lennart Nilsson's *Nature Magnified*, a collection of over 120 extraordinary photographs published next week by Macdonald at £9.95.

impressive. The use of video in stimulated recall to gain insight into students' learning activities during lectures is an interesting study, and includes, appropriately, a critical analysis of the research method. An investigation of students' use of videocassettes gives the users' experience and describes a wide range of reactions, good and bad, to the medium. The use of video in project work, and the use of "trigger films" in experience-based learning are further useful examples. There is no tub-thumping here. These chapters give a balanced and thoughtful account of the reality of using video technology in education, and that is what the medium needs far more than the hard sell.

Diana Laurillard

Diana Laurillard is lecturer in the Institute of Education Technology at the Open University.

THE BOOKSHOP AT THE TRIANGLE

Aston University Arts Centre, Gosta Green, Birmingham B4 7ET

Books on Cinema, Television and Media Studies.

Please send to the bookshop at the above address for a free catalogue.

Basil Blackwell

Divisions of Labour

R.E. PAHL

This new sociology of work discusses all forms of labour – paid and unpaid, by men and by women. With its broad interdisciplinary approach and thorough empirical research it contributes to current debates on such matters as the formal economy and the future of work, and its detailed findings will have a lasting significance.

372 pages, hardback £25.00

0 031 13273 2

paperback £8.50 0 031 13274 0

The Body and Society

BRYAN S. TURNER

The fact that people have bodies is a rather obvious feature of human existence, but the complexity of this has often been ignored in classical sociology. In recent years, however, the problem of the body in society and history has been highlighted. This book describes and debates the absence of a sociology of the body, indicating a variety of approaches that could become a productive focus of sociological enquiry.

280 pages, £16.00 0 031 13263 6

The Girls in the Gang

ANNE CAMPBELL

America's ghettos have always resounded with the clash of warring gangs. But today, the ranks of these armies of the streets are swollen with female recruits. Little is known about them. Anne Campbell set out to meet New York City's girl gangs, and here presents her report on three of them.

284 pages, £14.95 0 031 13374 7

The Making of a Moonie

Brainwashing or Choice?
EILEEN BARKER

The Moonies inspire fear and anxiety; stories of brainwashing, extraordinary rituals and phenomenal wealth abound. Eileen Barker here investigates them from the inside – she is the first non-Moonie to gain such privileged access – and gives a frank and hard-hitting account of why they join, why they are and why they act as they do.

320 pages, £12.00 0 031 13248 9

A Radical Philosophy

AGNES HELLER

Agnes Heller's aim in this book is to offer coherent and unified answers to some fundamental philosophical and political questions: how one should think, how one should act, and how one should live. In doing so she formulates the essence of a philosophy for the radical left.

208 pages, £17.50 0 031 12567 1

Dialectic of Nihilism

GILIAN ROSE

This book fundamentally challenges the radical credentials of post-structuralism. Though Derrida, Foucault and Deleuze claim to have 'deconstructed' metaphysics, Gillian Rose shows that their work has much in common with previous attempts to 'end' the metaphysical tradition.

240 pages, hardback £22.50

0 031 13191 4

paperback £8.50 0 031 13708 4

BOOKS

SOCIOLOGY

Flashes of insight

Durkheim and Modern Sociology
by Steve Fenton with Robert Reiner
and Ian Hammett
Cambridge University Press,
£20.00 and £6.95
ISBN 0 521 25923 1 and 27763 0

One of the reasons for constantly returning to the works of a thinker such as Emile Durkheim is that his intellectual daring stimulates creative thought in others. It is a paradox that this otherwise cautious man should have been prepared to push his propensities to such provocative lengths that even the foremost of his intellectual biographers has declared that probably every major proposition Durkheim advanced was false. This may be an exaggeration, but it is true that his theories taken whole do not stand up to rigorous examination, and yet they continue to offer flashes of insight and give rise to new hypotheses.

The problem in assessing the theories is that the critics who concentrate on hacking away at the exaggerations tend to lose sight of the positive insights. This tendency and its "distorting legacy" has recently been attacked to good effect by Steve Taylor in *Durkheim and the Study of Suicide*, which unfortunately receives only a passing mention in a footnote in Steve Fenton's very brief discussion of Durkheim's *Suicide*. However, Fenton is much more effective in showing that although critics have been right in rejecting the evolutionary framework of Durkheim's early works, such as *The Division of Labour in Society*, their criticisms have obscured his contribution in creating a sociological language for comprehending the ways

in which social orders are moral phenomena.

Another easy target for critics, in addition to the evolutionary framework, was Durkheim's tendency to draw up dichotomies: sacred and profane, repressive or restitutive law, mechanical or organic solidarity. These were then judged in terms of whether they provided accurate descriptive classifications of events or entities, rather than how fruitful they were for development as analytical categories. Thus, as Ian Hammett's chapter on "Durkheim and the study of religion" shows, anthropologists have extensively criticized Durkheim's dichotomy of the sacred and the profane on empirical grounds – for example that in some societies the same item might be treated with the respect due to the sacred at one moment, and then shortly afterwards be treated as a profane object. Many sociology students have recited this as a conclusive refutation of Durkheim without realizing similar analytical categories are fruitfully developed by modern theorists such as Edmund Leach, Mary Douglas and Claude Lévi-Strauss, who acknowledge their debt to Durkheim.

Robert Reiner, in a chapter on "Crime law and deviance: the Durkheim legacy", comes to a similar conclusion that, even if Durkheim's account of the evolution of law and punishment from a repressive type to a restitutive type is largely discredited at the empirical level, it none the less remains of enduring significance in a more substantial sense. Durkheim's contrast between a mechanical type of social solidarity based on undifferentiated sameness of the beliefs and actions of the members, enforced by repressive law, and an organic social solidarity (highly differentiated complementarity), with restitutive law, should not be seen as two concrete poles of an evolutionary progression which has actually occurred in history, but rather as ideal types for elucidating the requirements of a more rationally-based social solidarity for modern societies.

Reiner quite rightly rejects as "bowedlerized" Durkheim's "community policing" philosophy of John Alderson, the ex-chief constable of Devon and Cornwall, and his supporters, who have explicitly drawn on

Durkheim to argue that a measure of crime is inevitable and ineradicable in any social order, but that a pathological condition of anomie (lack of attachment to norms) in our society is exerting an excessive pressure to commit crimes. Present problems of police decline in the hold of informal, community-based social controls, and a collapse of authority and discipline within family, education and industry. The solution advocated is for the police and other social agencies to "activate the good" that lies within the community and participate in the reconstruction of a social ethic to provide the moral cement for a complex, differentiated society, resting on a philosophy of individual liberty.

This bowdlerized version of Durkheim neglects the radical side of his concern. He was clear that social solidarity in modern industrial societies could not be based on "yesterday's moral community" but required new forms of morality, nor could it arise in a social order riven by objective sources of conflict derived from unjust, "forced" forms of division of labour. Much of Fenton's discussion of Durkheim's thinking on the division of labour, class conflict and social solidarity, political power, democracy and the state, is concerned with showing how such bowdlerized or conservative interpretations of his work need to be countered by a more accurate and alternative assessment of his politics and sociology. In this he follows the line of reassessment laid down by Anthony Giddens in his seminal article "Durkheim's political sociology" (1971).

Although Durkheim's ideas for political reform were never specified in any detail, they did include some radical elements that were anathema to conservatives, such as the abolition of inherited wealth, state intervention to regulate the economy (including curbing the unrestrained pursuit of profits), and the development of occupational associations intermediate between the individual and the state, which would be a restraint on the growth of state power. It is ironic that Durkheim has been accused of anti-capitalist ideas of corporate fascism when in fact he was much nearer to the guild socialists.

Much of Fenton's reassessment would now be accepted as standard among Durkheim specialists. However, it is clearly argued and would be of benefit to students. After all, it is only a few years ago that Robert Nisbet and others (whether proselytizers or critics) were arguing that Durkheim epitomized a fundamentally conservative impulse underlying the sociological imagination. The error of Nisbet's conservative interpretation derived in part from his failure to distinguish between the two terms "egoism" and "individualism" in Durkheim's analyses. Durkheim's category "egoism" denoted a pathological development in which the individual became morally and socially detached, driven by the pursuit of selfish interests, whereas "individualism" de-

noted a healthy development in which changes in social structure permitted increased individual differences but also guaranteed equality of opportunity, and the emergence of a moral code which fostered fraternity and the dignity of every individual.

After dealing with mistaken conservative interpretations, Fenton briefly contrasts Durkheim's position with that of Marxist analyses, while pointing out that Durkheim's definition of sociology's problematic and his consideration of social phenomena as phases by the categories of a Marxist problematic. Essentially, Durkheim was not concerned with political economy in the Marxist sense, but with relationships between the structure and quality of human association, and the moral and spiritual quality of life in society. For Durkheim the sociological problem was to diagnose social pathologies, including what he called the abnormal forms of the division of labour in advanced industrial societies. In a sense, the problem as he saw it was that of a deficiency in moral and structural rationality. In Marx's view the division of labour was the *capitalist* division of labour, and in these terms it was perfectly rational as a system of exploitation of one class by another. Those sociologists in Britain who have adopted a neo-Durkheimian perspective on industrial relations problems have advocated a variety of measures that would introduce more rationality into the system in the way of regulating conflict.

Fenton appears to agree with the Marxist critique of these analyses, which is that the problems of the capitalist division of labour are not temporary or externally derived, but inherent in its very nature, and they can only be solved by radical structural change. In an international capitalist market economy, capital must expand and accumulate, and consequently the division of labour is produced by struggle to create the conditions for extracting maximum surplus from labour as a commodity. Harold Braverman and other Marxists explain the present form of the capitalist division of labour as the outcome of class struggle arising from the capitalist's need to accumulate capital and control his labour force to that end. It is a weakness of Durkheim's theory that it could offer little explanation of why there was a progressive development of the division of labour beyond that necessary for "rational production". In defence of Durkheim it can be argued that societies which have undergone socialist transformations still seem to experience problems with the division of labour, and Durkheim's focus on issues concerning the relationship between the individual and society is still relevant if they are to attain real political and industrial democracy.

Kenneth Thompson

Kenneth Thompson is reader in sociology at the Open University.

BOOKS

SOCIOLOGY

Striking a bargain

Identity and Stability in Marriage
by Janet Askham
Cambridge University Press, £19.50
ISBN 0 521 25996 7

Sociologists have generated remarkably little systematic knowledge about the nature of marriage. We know the number of marriages that are likely to end in separation, and we know some of the circumstances in which this is likely to occur; but surprisingly little attention has been paid to the nature of the bargain which is struck between two individuals, and the way it is routinely carried out from day to day. Janet Askham's study provides a carefully researched and detailed account of one aspect of marriage relationships: the balance between identity and stability.

Her study is an interesting attempt to test empirically the well-known work of Berger and Kellner, which accords to the marriage relationship a special place in the construction of social reality and personal identity. Askham detects within their work a potential contradiction which her own study seeks to explore: that the process of creating a sense of social stability through marriage may conflict with the creation of each partner's unique personal identity. She explores this tension by asking married couples about their experience of marriage, of their spouse, of their separate and joint activities, and of their relationships with other people. The methodology is in keeping with the interactionist framework of the study: small-scale, in-depth interviews with twenty couples in Aberdeen, each

interviewed jointly and separately.

The author's general conclusion is that a compromise indeed is necessary within marriage between identity-maintaining and stability-maintaining behaviour, and that on the whole married couples are skilful in sustaining this balance. En route to this conclusion, Askham presents some very interesting data, and her study should provide a basis upon which others can build. An important theme which emerges from the data is that people appear to experience marriage as a social institution, not as a convenient arrangement between two individuals which permits an infinite range of idiosyncratic forms. Though married couples, for example, though married people do feel constrained in their life choices, they do not attribute such constraints to their own spouse, but to the fact that they are married. Similarly, Askham found that, throughout the interviews, questions asked about the interviewees' own experience were frequently generalized, and answered as questions about what "married

people" experience. She concludes that people used the interview to demonstrate that they are part of a category: that is, the category of normal, respectable, moral people – the married.

This study has been meticulously carried out and reported, but none the less it demonstrates some of the methodological difficulties of undertaking this kind of research on "private" relationships. It seems impossible, and perhaps ethically objectionable, to use observational methods of study, so researchers must rely on asking people to talk about marital interactions. But how should we interpret what they say, for example, in response to a question about whether they feel able to talk openly to their spouse? Or, what does it mean to say that one feels constrained by being married – a repetition of conventional wisdom, a reflection of deep unhappiness, both, or neither? These difficulties can only be partly overcome by skilful and sensitive interviewing, and Askham is alive to all these issues in

her discussion, considering different possible interpretations of her data. Yet this very care is itself problematic. Along with her desire to report faithfully what her respondents have said rather than categorize their responses too readily, it lends sometimes to discussion where the main point tends to get lost in a haze of qualifications. This is, no doubt, one reason why relatively little sociological research has been undertaken on marital interactions. Janet Askham's work will be read with interest by specialists, and is a useful source for students, since her careful presentation of data makes it interesting and accessible. More generally, her work represents a thought-provoking contribution to our rather sparse systematic understanding of what kind of bargain marriage is in our culture.

Janet Finch

Janet Finch is senior lecturer in social administration at the University of Lancaster.

Success stories

Unions and Economic Crisis: Britain, West Germany, and Sweden
by Peter Gourevitch et al
Allen & Unwin, £25.00
ISBN 0 04 331094 X

It has been common for Britain to look to West Germany and Sweden for examples of how centralized trade union movements help with the control of inflation and with faster and smoother economic adjustment – be it to the oil crises or to new technology. It has been much less common to look at these questions from the unions' point of view, to look at the goals the unions were seeking to achieve in building up their central organizations. What were the strategies which German and Swedish unions tried to pursue by means of their more centralized struc-

tures, and how have they compared with British unions?

The authors argue that postwar industrial relations in the three countries have been established on the basis of two major "historical compromises", which created the broad framework of relations within which unions, employers and governments work. These lay down the ground rules, and set limits on the range of policies that the parties can most successfully pursue in the labour market. They are seen as compromises because each party gives up something in order to make them work, but they are not necessarily entered on a basis of equality. The history told of the three countries is one of renegotiation of these compromises under pressure of economic circumstances, changed aspirations, and the realization that initial objectives could not be fully achieved.

Because of the degree of centralization of bargaining and the presence of a friendly government over much of the period, Sweden provides the best illustration of the mix of bargaining and

other policies. From the early 1950s, Swedish unions had been concerned about the inflationary tendencies of full employment, and the difficulty of containing these by wage restraint. Even then they favoured an active labour market policy of help with retraining and relocation. These were the germs of the "solidaristic" wage policy. Under this the manual workers' confederation pushed for a national pay increase designed to squeeze unprofitable firms and encourage labour mobility to more profitable sectors thus enhancing the overall rate of growth and competitiveness of the Swedish economy. This was supported by an active labour market policy. The difficulty was to find a national pay increase high enough to squeeze the bad firms without reducing the competitiveness of the economy as a whole, but also high enough to ensure that locally negotiated wage deals would not endanger the solidarity of the union coalition.

What can unions do in the present recession? As is well known, the highly sophisticated mix of bargaining and

economic policies of the middle sixties broke down partly because of its own internal contradictions. Among the most important were that the centralized structure could not represent the large number of demands arising from the consequences individual workers faced from increased flexibility of working practices required for fast productivity growth and continued export competitiveness.

While the Swedish unions' pressure for legislation to promote workplace bargaining has been one response, it does not guarantee compatibility with central agreements nor with any wider economic objectives, as has also been found in Britain and Germany. The other strand of their current strategy is the "Meldner Plan" under which companies pay each year a proportion of their profits into a special "wage earner fund" which is then used for investment. As unions were to be represented on the boards administering these funds, this investment could be used to enhance future job opportunities. Indeed, a watered down version of the Meldner Plan has recently been introduced in Sweden. However, unlike the strategies of the previous compromise which left markets and companies to run the economy while defining a limited role for the unions, the mix of increased workplace representation and of diluted wage earner funds has generated new procedures through which Swedish unions can pursue their aims, but it does not necessarily help them to define these except in very general terms.

In Britain these problems may seem remote. Most unions are struggling to maintain their strength through a deep recession and against a hostile government. But a reduction in unemployment could revitalize some of the shop-floor organization, and a fairly simple legislative change in their terms of reference could easily make pension funds work more like the Swedish wage earner funds.

David Marsden

David Marsden is lecturer in industrial relations at the London School of Economics.

Polity Press

The Constitution of Society

Anthony Giddens

"It is likely that this book will be regarded as the most important piece of grand sociological theory in English of the past decade".
Mark Poster, *University of California*.
In this major new book Giddens develops his views in an integrated and comprehensive way, linking abstract problems of social theory to an interpretation of the nature of empirical method in the social sciences.

£19.50 hardback 0 7456 0006 9

The Critical Theory of Jürgen Habermas

Thomas McCarthy

"... the fullest exegeses of Habermas's ideas so far published in English".
New York Review of Books.
Thomas McCarthy offers a critical and intelligent guide to Habermas's work. His outstanding book is now available in paperback.

£8.95 paperback 0 7456 0012 3

Marxism and Totality

Marlin Jay

A major new study of Western Marxism which provides a comprehensive analysis and evaluation of its leading figures: Lukacs, Korsch, Gramsci, Bloch, Horkheimer, Marcuse, Adorno, Lefebvre, Goldmann, Sartre, Merleau-Ponty, Althusser, Della Volpe, Colletti and Habermas.

£25.00 hardback 0 7456 0000 X

Foucault, Marxism and History

Mark Poster

A lucid analysis of the recent work of Michel Foucault. His work is seen as a development of the Western Marxist tradition and as a source of new insights for a critical theory of advanced industrial societies.

£5.95 paperback 0 7456 0018 2

£16.50 hardback 0 7456 0017 4

Polity Press, 108 Cowley Road, Oxford OX4 1JF

BUSINESS AND TECHNICIAN EDUCATION

On 2nd March this year, *The Times Higher Education Supplement* published an 8 page feature on business and technician education. Among the contributors to this report are Mr H. N. Raine, Chairman of the Business and Technician Education Council, Sir Robert Telford, Chairman of Marconi, and Dr George Tolley, newly appointed Head of Quality at the Manpower Services Commission.

This feature is now available in reprint from price 80p. To obtain your copy please send a cheque/postal order (no cash please), made payable to *Times Newspapers Limited*, to

Lesley Griffiths
The Times Supplements
Priory House
St John's Lane
London EC1M 4BX

(047)

The old school revisited

Evaluating Chicago Sociology: a guide to the literature with an annotated bibliography
by Lester R. Kurtz
University of Chicago Press, £18.70
ISBN 0 226 46476 8

Why are there so very few "schools" of sociology with an empirical emphasis? In anthropology one can point to those around Franz Boas, Bronislaw Malinowski and Max Gluckman, yet in sociology there are almost no comparable examples other than the Chicago School, which flourished between 1915 and the early 1930s and whose influence continues into the present. Perhaps this is one reason why the literature upon the Chicago school is so rich, a literature now systematically set out and reviewed here by Lester Kurtz. His book contains a one-hundred page introduction, followed by a guide to more than one thousand items focusing upon the history of the department of sociology at Chicago between 1892 and 1950. In addition there is an excellent 37-page index.

The author's introduction, heavily cross-referenced to the bibliography, discusses the leading figures of the Chicago school – W. I. Thomas, Robert Park, Ernest Burgess, Robert E. Lynd, William F. Ogburn, Louis Wirth, Herbert Blumer, Everett Hughes – and related figures such as John Dewey, George Herbert Mead and Thorstein Bunde Veblen who in part influenced its development. Kurtz then considers the school's philosophical foundations in pragmatism, the substantive areas of research, the methods of research employed, the tradition of research in collective behaviour, and the institutionalization of sociology at Chicago.

As a corrective to those who view the main Chicago contribution as "dustbowl empiricism", fully half his text is devoted to sociological theory

construction, particularly theories of human ecology and of social organization, the sociological social psychology of Mead, Blumer and later symbolic interactionists, and Chicago's explicit combination of theory and research. Not only was the Chicago department the first university department of sociology in the world, but it moved American sociology sharply away from abstract theorizing and philosophical speculation toward theoretically-informed empirical inquiry. In that sense, from *The Polish Peasant* onwards, Chicago's enduring stamp upon modern academic sociology, however much its influence declined or modulated after the mid-1930s.

Evaluating Chicago Sociology is a most valuable resource and guide for all interested in the origins and development of the discipline. It does contain a number of rather minor errors, and a few omissions from the bibliography, though no compiler in an exercise of this kind could be omniscient. The inclusion of Veblen as a Chicago sociologist is somewhat contentious. In places the text is so heavily weighted with references that it becomes stiff going. Though it is considerably more than a bibliographical essay, the book does not aim to rival Robert Faris's *Chicago Sociology 1920-1932* (1967) as a general account. It admirably complements Faris's work, and much of the value of going back in time to 1892 and forward to 1950.

Perhaps the main weakness is a failure to distinguish which among the myriad works cited in the bibliography are the really significant ones, and which among the output of the members of the school are their key writings. For example, Louis Wirth's *The Ghetto* (1928) and *Urbanism as a way of life* (1936) each receive one line in the bibliography, other more important writings much more space.

There is no indication that Fred Matthews's biography of Park is far more significant than Heinz Maus's pedestrian *Short History of Sociology*.

Marlin Bulmer

Marlin Bulmer is senior lecturer in social administration at the London School of Economics.

New textbooks for your students' reading lists

'The Trouble with Kids Today'
Youth and crime in post-war Britain
John Muncie

Drawing upon a wide range of social scientific research, John Muncie provides a critical review of youth crime in post-war Britain.

'Muncie is to be congratulated for distilling countless weighty tomes into an intelligible statement of youth crime in today's society' *IT News*

£5.95 paper 09 155051 3

Method in Social Science
A realist approach
Andrew Sayer

Introduces recent developments in the philosophy and methodology of social science from a realist standpoint. The author demonstrates the critical implications for how social research should be approached, interpreted and evaluated.

£12.95 cased 09 156610 X
£6.95 paper 09 156611 B

TO: Kathleen Garson, Hutchinson Education, 17/21 Conway Street, London W1P 6JD
Please send me an inspection copy of the book(s) I have ticked below as I wish to consider recommending it to my students

☐ 'The Trouble with Kids Today' (09 155051 3)
☐ Method in Social Science (09 156611 B)

Name _____ Dept _____
College & Address _____ Signature _____ 1026

Perspectives on Higher Education

Eight Disciplinary and Comparative Views
Edited by BURTON R. CLARK

'This is a major work of scholarship, the product of immense knowledge and gestation over many years of study, which looks at higher education in a new way... [it] implicitly asserts the fundamental role of higher education in a broad spectrum of modern societies... This will be an influential book and will set new trends of thinking in higher education.'

Times Higher Education Supplement

£26.20 Hardback 350pp 0-520-05151-3

Abortion and the Politics of Motherhood

Kristin Luker

'A lucid, fair-minded, and most importantly, convincing analysis of the contemporary debate about abortion... the book is a triumph of the sociologist's method... the abortion debate is unlikely to find a more intelligent or compassionate chronicler.'

The New York Times Book Review

£13.75 Hardback 350pp 0-520-04314-6

UNIVERSITY OF California PRESS

126 Buckingham Palace Road London SW1W 9SD

Durkheim and Modern Sociology

STEVE FENTON

with the collaboration of ROBERT REINER and IAN HAMNETT

This introduction to the work of one of sociology's founding fathers fulfils three aims. It provides, first, a clearly written introduction to Durkheim's major works. Secondly, it examines the continuing relevance of Durkheim's work to issues of current concern. Thirdly, it assesses the recent interpretations of Durkheim as a 'radical' thinker in contrast to the view of him as fundamentally conservative.

Hard covers £20.00 net
Paperback £6.95 net

Identity and Stability in Marriage

JANET ASKHAM

Based on a detailed examination, by interview, of the joint lives of a small sample of married couples, this book presents a new way of looking at and understanding marriage behaviour. It examines both the search for a sense of personal identity and that for a sense of stability or security within marriage, and asks whether these aims are reconcilable.

£19.80 net

Work and Politics

The Division of Labor in Industry

CHARLES F. SABEL

'In a short review like this it is impossible to do justice either to the sweep or the detail of this excellent book. But its main originality cannot be too strongly emphasized. It lies in the author's attempt to see the working lives of the shop floor workers through their own eyes and values.'

Political Quarterly

Paperback £7.80 net

Cambridge Studies in Modern Political Economies

Hard covers £22.50 net
Paperback £7.80 net

Cambridge University Press

BOOKS

SOCIOLOGY

Without doubt

Firm in the Faith
by Steve Bruce
Gower, £14.50
ISBN 0 566 00705 3

There was a time in the fifties when "mainline" liberal Protestantism, at least in America, seemed to be flourishing. But then in the sixties the liberal denominations entertained yet more liberal notions and the Roman Catholic Church underwent a partial liberalization. Irrelevant theological baggage was dropped, liturgies were revised, clergymen became engaged, love and caring were embraced, and openness became the order of the day.

By the late sixties indices of religious practice trembled. Roman Catholic practice waned, especially in those Protestant countries where it was previously so impressive. Mainline Protestantism in America faltered, and often the more liberal and ecumenical-minded denominations faltered most. In England the Methodist Church and the United Reformed Church began to show an alarmingly top-heavy age profile, and they were after all the first fruits of ecumenism. Meanwhile, conservative Protestantism, Bible-based, doctrinally old-fashioned and a little "the world", began to flourish. At least conservative Protestants proved able to hold on to their young. In precisely the university milieu where liberalism should have paid off, the conservative "Universities and Colleges Christian Fellowship" became the main representative of Protestant Christianity. Within denominations, including the Church of England, the evangelical wing expanded. There was even a challenge from a group of evangelical scientists to Darwinian orthodoxy. In many American states, the law required creationism to be taught alongside evolution.

Dr Bruce's book is a sharp-eyed account of conservative evangelicalism which endeavours to explain its persistence. Clearly, conservative Protestant fortresses are reinforced where they are dug into a minority surrounded by real or assumed enemies: Ulster, South Africa and the American

South. In America in particular they can come to exercise considerable influence by operating through the "moral majority", even though that means cooperation with conservative elements in groups they otherwise suspect like Roman Catholics.

Survival is also assisted by the evangelical ability to build a web of institutions within which individuals may live out most of their lives. This is the more easy where electronic media enables evangelicals to build up their own corner. In Scandinavia and in Britain they can't because the centralized media have devised a bland non-denominational approach. Evangelicals also build up associations in different occupational groups: industry, business, medicine, the civil service.

It might be thought that crusades, like those recently held by Luis Priau and Billy Graham, are effective sources of new recruits. But in Steve Bruce's view, the gains from such crusades are less in terms of conversions among non-Christians than in terms of reinforcement and renewed confidence.

Dr Bruce argues that conservative evangelicalism gains from the destruction of bridges to "the world" and from clear "product definition". Whereas a religion which pursues relevance changes from generation to generation, evangelicals are not afraid to print their classics. Moreover, they do not confuse themselves and others with a complex apparatus of interpretation. The Word means what it says. Dr Bruce reinforces George Marsden's contention in *Fundamentalism in America* that evangelicalism has affinities with Baconian empiricism. Certainly he is right in pointing to the largish number of scientists in their ranks, mostly indifferent to the nuances of historical relativism and textual interpretation. (Professor Sam Berry and other evangelical scientists recently wrote to *The Times* taking issue with the attitude towards miracles attributed to the new Bishop of Durham.)

Dr Bruce is himself an atheist, and after so many years of research in this area, he must be uniquely gospel-

hardened. That being so, it is interesting that he rejects the psychological and sociological put-downs which used to be deployed to rule evangelicals out of court. William Sargent's Payton account of conversion is, in his view, neither scientifically proven nor consonant with what actually happens at crusades. The notion of the authoritarian personality is itself a stereotype illustrating precisely the unfortunate psychology it claims to analyse. Moreover, Dr Bruce claims that evangelicals cannot be regarded as suffering from social deprivations in which their religion is a compensation. In this connection, Dr Bruce joins a number of scholars who have criticized the "deprivation thesis". However, he doesn't give a very clear idea of the social location of evangelicals except to say that they are usually either drawn from the comfortable, or at least tend to better themselves. From Dr Bruce's own excellent historical summaries it is clear that evangelicals have occupied quite a wide range of social locations.

I have some criticisms of Bruce's approach. It seems to me that the kind of conservative evangelical found in the Church of England is neglected in favour of characterizations drawn from the more strictly fundamentalist end of the spectrum. He also makes it rather too easy to infer that evangelicals as a group hold certain beliefs about the importance of the occult and about Jews. His use of quotations sometimes gives little idea of how widespread a particular opinion may be. Nor does he deal very much with those situations where evangelicalism may develop in a politically reformist direction, though he does point out that in earlier periods it has been associated with reform, and is and has been always very generous in welfare work and medical missions. But if the style is a bit rough-hewn, Dr Bruce has provided us with a major study, full of critical acumen.

David Martin

David Martin is professor of sociology at the London School of Economics.

Care of the old

The Supportive Network: coping with old age
by G. Clare Wenger
Allen & Unwin, £15.95 and £6.95
ISBN 004 362056 6 and 362057 4

Why do we, as a society, still have such a blinkered and negative approach to old age? The simplest empirical observation tells us that there are vast numbers of elderly people who live happy, independent, or more often interdependent, lives, yet so soon as we start providing services for them we revert to the stereotypes of the burden and dependencies of old age.

It is one of the substantial merits of Clare Wenger's book that she so successfully demolishes these socially-created images of pathological aging. Indeed one of my few criticisms in this respect would be the subtitle of her book: she is not so much describing people coping with old age, as if that of itself were a traumatic condition; rather she describes people coping in their old age with a range of problems, some associated with aging - and for the most part doing so very effectively. Wenger demonstrates, against popular beliefs about inflexibility and alienation, the success of her large sample in appropriately adapting their life-styles to new patterns as they grow older, and integrating with their neighbours and local communities.

Integration and support starts with the family, and a central chapter is given up to one of those necessary but slightly wearisome exercises in kin-counting that these materials inevitably bring forth. However, a later chapter of case studies demonstrates the use to which this material and other data about neighbours and voluntary associations can be put in terms of understanding the variety of networks which old people have and the value of different patterns of support.

One interesting finding here is that where an elderly person had moved into a child's home he or she was likely to be very lonely. There is a variety of factors at work here: the fact of moving is likely to correlate with physical frailty which would itself reduce outside social contact; there may addi-

tionally have been a recent bereavement. But the state of dependency may itself lead to low morale. Ten per cent of Wenger's sample were themselves caring for a dependent relative and up to a third giving regular help to neighbours. The shift from interdependence to dependence may well be upsetting, and, against the stereotype, we seem to have an emerging picture of children willing to take their parents in and old people ambivalent about going.

Wenger's discussion of the need for social workers to take more account of informal support systems is valid in theory, but may assume a greater commitment to the needs of the elderly than is actually there. The debate on community social work sparked off by the Barclay Report is perhaps less about whether community support exists than about whether social or health services are going to do anything other than reactively ignore those who are identified as possessing such support, despite the volume of evidence on the needs of carers.

Wenger's fieldwork was carried out in North Wales with a view to establishing whether aging in a rural setting threw up different problems from those of predominantly urban populations studied by Audrey Hunt and Mark Abrams. In most respects the three studies give very similar findings, but, by concentrating on the whole life setting of the elderly, Wenger provides a commentary on the deprivations of rural living: not so much social isolation (if any) as her rural sample were more integrated into their local communities than their urban counterparts) but the outcomes of shrinking government subsidies for such services as transport and telephones. Communication, by telephone or in person, is an essential step in activating a supportive network.

This is a sound study, satisfying and sensible in its comments. It is not, perhaps, brought us a lot of new information, but it reinforces our understanding of the reality of elderly people's lives, and parts at least should be required reading for social work and medical students. Can we now move to more longitudinal studies of how support systems change over time?

John Lansley

John Lansley is lecturer in social studies at the University of Liverpool.

BOOKS

SOCIOLOGY

Keeping the peace

Controlling the Constable: police accountability in England and Wales
by Tony Jefferson and Roger Grimshaw
Muller, Blond and White, £18.95 and £5.95
ISBN 0584 11089 8 and 11088 8

Unlike so much of the rhetoric that has accompanied the recent campaign to increase the political accountability and control of the police, this volume, comprising an analysis of the current constitutional and social position of the police and recommendations for change, pays due regard to the complexities of the issues.

The first four of the book's six chapters analyse the current situation. The authors cogently argue that, contrary to many assertions, the division of responsibility between chief constables, police committees and the Home Office is neither ambiguous nor indefensible. As they explain, in upholding the law the chief officer is independent of external guidance and direction, being accountable only to the law itself. This is not some recent innovation, as Geoffrey Marshall has claimed in his influential book *Police and Government*, but one of the elements of the ancient office of constable that has been reaffirmed and progressively strengthened over the past 150 years. The chief officer is responsible to his police committee and the Home Office only for administrative and financial matters, and for the manner in which complaints are dealt with.

While they clearly explain the current position and the reasons for it, they do not consider it wholly satisfactory. Following a detailed examination of two recent "policing catastrophes" - the policing of "street crime" in Bristol which sparked off the 1981 disturbances and the Southall riot of 1979 during which Blair Peach was killed - they contend that events such as these

occur not because the police are stupid, malign and brutal, but because of the existing system of legal accountability. They argue that on the one hand, since the police cannot enforce all the laws (as they are legally supposed to do), the chief officer, in fact, tacitly makes public policy on extra-legal criteria for which he is unaccountable. On the other hand, in conditions of social and political dissent the tendency on the part of the police is to retreat into a position of strict legalism, enforcing the law whatever the cost. Here too the police are making public policy for which they are unaccountable, by ignoring extra-legal considerations.

To ensure accountability for this necessary extra-legal dimension to policing, the authors propose the introduction of a new body of democratically elected commissioners responsible for general policy in those aspects of policing where legal accountability is lacking. This would avoid the difficulties which they identify in other proposals for reform, including the bill introduced by Jack Straw MP, but most importantly would avoid subordination of the judicial function of the police to that of the executive, for the commissioners would also owe a primary legal duty to uphold the law.

The most impressive feature of the book is its critical analysis of the two "catastrophes" is illuminating, despite the author's uncritical reliance on his highly dubious notion that public concern about mugging and the police response to it constituted a moral panic. They are, however, surely correct in arguing that the police are a part of the legal arm of the state and that upholding the law should not be subordinated to the fluctuations of electoral opinion.

Nevertheless, their proposals are ultimately unconvincing, for the division of responsibility envisaged between chief officers and commissioners relies for its justification upon a questionable interpretation of the questionable existing legal obligations - an interpretation which may be otherwise excellent analysis. Throughout the book the authors continue to equate the obligation to "uphold the law" with a duty fully to enforce the law. What this interpretation ignores is that in upholding the law the police have a right and, perhaps, even a duty to exercise discretion - the existence of which reinforces their "judicial" status.

It is not clear why the authors pay such scant regard to the legality of discretion, preferring to see it instead as an extra-legal, practical necessity. Their basic contention is not undermined: chief officers do make public policy, but through the legitimate exercise of their discretion. While legal, this is not legally accountable except when discretion is exercised in favour of prosecution and the case comes before the court. All those instances where the police choose not to prosecute remain beyond the purview of the courts to all intent and purposes. Even when cases are brought before the courts legal accountability is only minimally effective because only matters pertaining to the specific charge are deemed relevant, leaving the wider implications of policing policy unexamined.

However, while acknowledging the legality of discretion strengthens the authors' main criticism of the existing situation, it also undermines their own proposals for change. They propose that the police should retain their primary duty to uphold the law and that commissioners would stipulate policy only in those areas where the law offered no clear guidance and there was no complaint. Yet, since the police, at all levels, legitimately exercise discretion, the law never stipulates what the police must do, for even with regard to serious offences the police can and do exercise their discretion in deciding whether to arrest, charge and prosecute. This would mean that the commissioners would have to stipulate virtually all aspects of policing. On the other hand, since the vast majority of police work arises from complaints made by members of the public, on this score the commissioners would have, paradoxically, little control over what the police did.

An alternative might be to extend legal accountability to cover the exercise of discretion, placing the police under a legal duty to exercise their discretion fairly, impartially, and in the public interest. If the law were also to be amended in certain respects, for example, by recognizing the legitimate rights of counter-demonstrators, then many of the problems pointed to in this book might be remedied.

P. A. J. Waddington

Dr Waddington is lecturer in sociology at the University of Reading.

Back to Freud

Personality and Ideology: towards a materialist understanding of the individual
by Peter Leonard
Macmillan, £15.00 and £5.95
ISBN 0333 34725 0 and 34726 9

In some professional education it would seem possible to direct the understanding of personality to the needs of that particular profession. Medicine might concentrate on reactions to pain and the effects of enforced dependence in serious illness; teaching on motivation and persistence in learning a social work, though, needs no less than an understanding of individuals within their immediate and wider everyday social environment - how they are affected by it and how they influence it.

Social work education is required to include teaching of both sociology and psychology, disciplines often at loggerheads with one another. The problem has only begun, for within both disciplines there are widely varying schools of thought. In sociology, for example, the interests of different groups in society are seen as intrinsically incompatible to those of consensus (where they are seen as potentially compatible) in sociology and from behaviourism (which observes behaviour essentially from the outside) to psychoanalysis (which concentrates on internal feelings and motivation) in psychology. Some departments in social work education are known to hold a particular stance, for example, the behaviourist orientation while Peter Leonard's department at Warwick is recognized for its Marxist position.

Leonard does not say how or why he became committed to Marxism, although he states in his preface that he

moved away from the social reformist teaching of his original sociology and the Freudian theory of his psychology. To accept Marxism required him to reject social reformism: it is an either/or decision. Rejecting Freudian theory is not *de rigueur* in the same way but reject it he did for its reductionism and its tendency to pessimism. More recently, however, he has become convinced of the need to develop an understanding of the individual - partly under the impact of much feminist writing which dramatizes the effect of oppression on individuals and also because today we are experiencing the "full onslaught of right-wing ideology and policies and their penetrating effect on individuals" - and from his point of view a satisfactory understanding must be a Marxist or materialist one.

Leonard returns to psychology, mainly though not exclusively Freudian psychoanalytic theory, to see whether it can help. He describes the work of recent writers, both Marxist and feminist, who try either to merge Freudian and Marxist perspectives or to use selectively some Freudian ideas to elaborate Marxist understandings. Although he treats other theories seriously and without derision (unlike much writing in this field) he evaluates them entirely from his own point of view and finds them wanting mainly for their emphasis on instinctual drives, for because of the pessimism inherent in their emphasis on instinctual drives, they are unable to see the individual as incorporating or resisting, (perhaps incorporates and resists) the dominant ideology of his society. These are issues of importance to Peter Leonard and I would have liked to see him use some psychoanalytic thinking more recent than that of Freud himself to try to take our understanding of the impact for individuals further.

such as the elderly and the handicapped, of a capitalist society. He affirms that it is still possible, through the raising of consciousness and collective action, to resist penetration by the dominant ideology and develop capacities for action, gaining psychologically in the process.

Marxists interested in individuals should find this a rewarding book, encouraging further exploration. Those unfamiliar with the language and the concepts may find it difficult always to understand and frustrating in its lack of consideration of other perspectives and different societies. Those interested in learning more of Marxism and what it might say about individuals will also find it rewarding, however, as although Leonard does not say why he values this view of the world he does describe a number of important Marxist concepts clearly and usefully and relates them to individuals we know and work with.

My own dissatisfaction is that Leonard fails to note the movement of the Object Relations school well beyond Freud's position. Their emphasis is on relationships, not instinct, in personality development with a continuously developing self capable of taking initiative though often experiencing the world as persecutory and unconnected, therefore unchangeable. Their development of concepts such as projection and introjection, for example, could usefully be explored to unravel how the individual incorporates or resists, (perhaps incorporates and resists) the dominant ideology of his society. These are issues of importance to Peter Leonard and I would have liked to see him use some psychoanalytic thinking more recent than that of Freud himself to try to take our understanding of the impact for individuals further.

Jill Ford

Jill Ford is lecturer in the department of social administration and social work at the University of Glasgow.

SOCIOLOGY FROM TAVISTOCK

Women's Working Lives

Patterns and strategies
SUSAN YEANDLE

Women's Working Lives looks at women's employment careers and the strategies used by women in maintaining their position in the labour force while continuing to take the major responsibility for work within the family.

The particular value of this book is that it brings a longitudinal perspective on the employment of women across a variety of employment sectors. Additionally, the author does not see domestic work and wage labour as separate spheres, but analyses the nature of both as they affect individual women's lives.

272 pages
Paperback 0 422 78960 7 £7.95

The State, the Law, and the Family

Critical perspectives
Edited by MICHAEL FREEMAN

Today, the family finds itself in the middle of many current political and academic debates concerning, for example, the relationship of state and family, intervention and autonomy, and public versus private. This collection of essays by leading thinkers in law and the social sciences is a stimulating and provocative contribution to those debates and to the development of social policy.

328 pages
Paperback 0 422 78080 X £7.95

Eight London Households

SANDRA WALLMAN

Eight London Households presents the second part of a research project carried out by Sandra Wallman and her colleagues in an area of South London. The important insights provided by this study will be of value to anyone concerned with the problems of inner cities, with urban poverty, and with the issues of ethnic relations in Britain.

244 pages
Hardback 0 422 78390 0 £14.00
Paperback 0 422 78400 1 £8.95

Family and Work in Rural Societies

Perspectives on non-wage labour

Edited by NORMAN LONG

This volume analyses forms of co-operation and the division of labour in contrasting social contexts in both industrialized Europe and the less developed countries. The major focus of the volume is the examination of labour processes within and between households.

232 pages
Hardback 0 422 78480 X £14.00
Paperback 0 422 78490 7 £8.95

A Line of Power

ANDREW STRATHERN

Drawing upon his experience of twenty years' fieldwork in the Highlands of New Guinea, Professor Strathern argues that linear theories of social change, whether materialist or idealist, are incorrect. Since 1933 the regions of Malpa and Pongla have experienced different histories of colonial and post-colonial change, and the study aims to combine understanding of this recent period with a longer-term insight into the cultural features of the societies.

178 pages
Hardback 0 422 78890 2 £12.95
Paperback 0 422 78900 3 £5.95

Masters of Business

The making of a new elite?

RICHARD WHITLEY, ALAN THOMAS and JANE MARCEAU

This book is now available in paperback for the first time. *Masters of Business* ought to be made required reading by educationalists, social reformers and politicians. It is a carefully documented and researched study of the development of the three major postgraduate business schools in Britain and France.

Times Educational Supplement

256 pages
Paperback 0 422 78510 4 £5.95

TAVISTOCK

11 New Fetter Lane, London EC4P 4EE

Allen & Unwin SOCIOLOGY

Abortion Freedom A Worldwide Movement Colin Francome

'A carefully researched and highly detailed account of the social forces for change in the worldwide abortion movement.' Breaking chains.
Paperback £4.95

Data Construction in Social Surveys Nicholas Bateson

Much attention has been given to the analysis and interpretation of data, but much less to the problems of constructing the individual datum. The aim of this book is to provide a basis for such construction and the evaluation of the data produced. It should be of particular value to students of social science and other users of survey data.
Hardback £14.95 Paperback £6.95
Contemporary Social Research Series: No. 10

Introduction to Causal Analysis Ottar Hellerik

Students of social reality are often intrigued by the ways in which social phenomena are causally related - for instance, why low-status defendants are apparently more severely sentenced by the courts than high-status defendants. This text will teach students with no prior experience in quantitative analysis how to carry out empirical research into such theoretical problems.
Hardback £16.00 Paperback £7.50
Contemporary Social Research Series: 9

In the Field An Introduction to Field Research Robert G. Burgess

An authoritative guide to the processes, problems and procedures associated with data collection and analysis in field research.
Hardback £13.95 Paperback £6.95
Contemporary Social Research Series: 8

Confronting School and Work Youth and Class Cultures in Australia Peter Dwyer, Bruce Wilson & Roger Woock

An examination of the effects of social forces and economic policy on the present generation of young adults of Australia, how they have responded to the changes that have put them and their future livelihood at risk in a supposedly just and affluent society.
Hardback £15.00 Paperback £6.95

George Allen & Unwin,
(Publishers) Ltd,
PO Box 16, Park Lane,
Hemel Hempstead,
Herts HP2 4TE.

George
Allen & Unwin

(319)

Social Science titles — new from Longman

Communication

Denis McQuail
Second edition

The new edition of this popular text offers an integrated framework for the study of human communication. Dealing with a whole variety of aspects of communication, the author lays emphasis on the ways it controls and even determines relationships. New material on communication and information is incorporated, enabling the author to assess the development and consequences of new media and information technology.

(Aspects of Modern Sociology Series)

Paperback £5.95 net
0 582 29578 5 258pp Published October

The Elderly in Modern Society

Anthea Tinker
Second edition

Anthea Tinker has updated her widely acclaimed book, adding to the existing material and including a chapter which highlights the events which have occurred in the field since the book was first published three years ago. Bringing together information from varied sources, Dr Tinker has produced an ideal introduction for anyone with an interest in research and policy on ageing.

(Social Policy in Modern Britain Series)

Paperback £5.95 net
0 582 29549 8 384pp Published August

Available from your bookseller now

If you would like further information on these books or on other Longman sociology titles, please contact Catherine Burrell, Promotion Executive, Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

Longman

BOOKS SOCIOLOGY

The silent majority

Ballots and Trade Union Democracy
by Roger Undy and Roderick Martin
Blackwell, £19.50
ISBN 0631 13539 1

This year's protracted dispute in the coal industry, and in particular the vexed question of whether or not the National Union of Mineworkers' executive should have balloted its members over strike action, may be just the background the Conservative Government would have hoped for to launch its next stage in furthering the use of ballots in trade unions. The voluntary approach set out in the 1980 Employment Act has been widely regarded as a failure, with only a handful of unions taking up the offer of public funds to conduct postal ballots of members to elect national officers, or decide on specific issues such as whether or not to take strike action.

The next stage in the present Government's efforts to make the "silent majority" in trade unions more influential, is to legislate on proposals first introduced in 1983. This will reduce the "voluntary" element in the 1980 Act by making unions liable to court action by disgruntled members or employers, following a failure to hold postal ballots for elections to senior union posts or on the decision to take industrial action. Against this background of imminent further legislation, the mineworkers' executive decision not to hold a ballot in the early weeks of the strike (a decision made more conspicuous by the large number of pithead ballots held by the NUM on other issues in recent years) has further added to the timely nature of this book. Indeed, one of the unions whose balloting behaviour the authors have examined in some detail, is the National Union of Mineworkers itself.

The book opens with a detailed account of the development of Conservative proposals to encourage

postal ballots, as part of a wider industrial relations strategy to "moderate" union policies and increase the responsiveness of leaders to membership opinion. This policy on balloting is based on the assumption that if members were able to state their preferences away from the potentially intimidating mass meeting, there would be a strong vote for moderation, not only in connection with leadership elections, but also over employer pay offers and the decision of whether or not to strike.

Yet, one of the themes throughout this book is that postal ballots do not inevitably increase union democracy, guarantee the election of moderate union leaders, or secure agreement for non-militant strategies. There was little opportunity for the authors to test this argument on ballots held under the provision of the 1980 act, as this was boycotted by unions affiliated to the TUC on grounds of opposition to other clauses in the Act (relating to second-picketing and the closed shop), and because it was viewed as a potential first step towards government control of unions' internal administrative and representative processes. Instead, Undy and Martin focus more generally on the role of ballots in union elections and collective bargaining, drawing information from interviews and from an analysis of more than a hundred union rulebooks.

The resulting picture is one of considerable diversity in the procedures adopted by different unions, both for electing national officers and for determining membership opinion on specific issues. For example, in election of general secretaries, half the unions held elections among the whole membership, while others restricted the election to conference delegates or to the executive committee. To determine whether the form of membership voting for national positions can influence the election outcome, various case studies are discussed, some using full postal ballots, others using alternative systems of balloting in the union branch or workplace. The introduction of postal balloting is seen generally to increase membership participation in national union elections; the studies also show, however, that while this may result in a swing to the right, the increased participation is also capable of working in the opposite direction, depending on the coincidence of several other factors (for example, the quality of candidates and the economic environment in which the elections are

taking place). A similar conclusion - that ballots do not exert a consistent influence on outcomes - is drawn from the study of ballots in collective bargaining. While few rulebooks require leaders to refer pay offers or strike decisions to the entire membership, in practice some form of consultation frequently takes place, including the holding of ballots. This latter course of action can incur significant costs for the union, however, including potentially undermining the authority and flexibility of negotiators, and lengthening the process of bargaining. In part, this reflects a more general dilemma for trade unions, seeking to maximize both administrative efficiency and interest representation.

In their concluding chapter, the authors consider whether an increase in ballots is likely to stimulate greater union democracy. Various models of democracy are outlined, and the effects of ballots are seen to be potentially conflicting. For example, while postal ballots can increase membership turnout (compared, say, to votes being conducted at union branch meetings), frequent elections of executive officers could act to reduce their ability to check the power of the general secretary who, being a "known" figure, is more likely to survive periodic election battles.

A number of the broader issues raised by previous and forthcoming legislation perhaps warranted more extensive treatment by the authors - the over-implications for industrial relations in general and trade unionism in particular, of increasing state intervention. Nevertheless, this closely argued account successfully highlights not only the complexity and interrelatedness of factors determining industrial relations outcomes, but also the way government support for increased balloting could, in certain circumstances, lead to a number of unintended consequences. With further state intervention in this area appearing inevitable, this present analysis encourages a more careful appreciation of the factors involved, an awareness of the diversity of the union movement and a less heavy-handed pursuit of industrial relations reform.

Paul Blyton

Dr Blyton is lecturer in industrial relations at the University of Wales Institute of Science and Technology.

Casual claims

Method in Social Science: a realist approach
by Andrew Sayer
Hutchinson, £12.00 and £6.95
ISBN 009 156610 X and 156611 8

It is a peculiarity of several social sciences to be so preoccupied with the development of knowledge about an object external to them, that they should develop a critical self-awareness of people as subjects, and indeed assist in their emancipation. Attacking both conventional philosophy of science and a relativist position, observation is held to be neither theory-neutral nor theory-determined but theory-laden. Truth is not a matter of absolute or relative judgment but of practical adequacy.

The specifically realist elements in the argument are found in an account of causation very different from that usually found in the philosophy of science. Causality concerns not a relationship between events but the causal powers or "liabilities" of objects or more generally "mechanisms". A causal claim is about what an object is like and what it can do, and only derivatively what it will do in a particular situation (for example, iron is liable to rust even though some pieces never get the chance to). The relationship between causal powers or mechanisms and their effects is therefore not fixed but contingent. What causes an event is nothing to do with the number of times it has been observed to occur or our ability to predict it. Indeed, the working of causal mechanisms is often unclear from patterns of empirical events. Counteracting forces can override and conceal the effects of the operation of a particular mechanism.

The point, that it is relatively easy to show association between variables in social science (for example, social class of origin and educational achievement) but much more difficult to identify the mechanisms that generate the differences observed, is well-taken. Sayer goes far beyond this, however, to postulate unobservable mechanisms at work which are part of the fabric of society. The unsatisfactory nature of this approach is compounded by a peculiar distinction between abstract and concrete phenomena, and the assertion that theories make their strongest claims at

circumstances associated with them. Social scientists should aim not only to develop a stock of knowledge about an object external to them, but should also develop a critical self-awareness of people as subjects, and indeed assist in their emancipation. Attacking both conventional philosophy of science and a relativist position, observation is held to be neither theory-neutral nor theory-determined but theory-laden. Truth is not a matter of absolute or relative judgment but of practical adequacy.

The specifically realist elements in the argument are found in an account of causation very different from that usually found in the philosophy of science. Causality concerns not a relationship between events but the causal powers or "liabilities" of objects or more generally "mechanisms". A causal claim is about what an object is like and what it can do, and only derivatively what it will do in a particular situation (for example, iron is liable to rust even though some pieces never get the chance to). The relationship between causal powers or mechanisms and their effects is therefore not fixed but contingent. What causes an event is nothing to do with the number of times it has been observed to occur or our ability to predict it. Indeed, the working of causal mechanisms is often unclear from patterns of empirical events. Counteracting forces can override and conceal the effects of the operation of a particular mechanism.

The point, that it is relatively easy to show association between variables in social science (for example, social class of origin and educational achievement) but much more difficult to identify the mechanisms that generate the differences observed, is well-taken. Sayer goes far beyond this, however, to postulate unobservable mechanisms at work which are part of the fabric of society. The unsatisfactory nature of this approach is compounded by a peculiar distinction between abstract and concrete phenomena, and the assertion that theories make their strongest claims at

the abstract level about causal powers and necessarily in the world, while where relations between things are contingent, their form must be an empirical question. What criteria are to be used to differentiate necessity from contingency remains unclear, yet this is critical if theories are to be subject to empirical test. A similar tendency is detectable in discussing the crucial role of concepts. They are theory-laden, theory influences the way data are organized but the suggestion that observation might necessitate the reformulation of concepts is not entertained.

There is a good deal more than is possible to summarize in a short review, including critiques of the hypothetico-deductive method, of verificationism, of Popper's falsificationism and of the philosophical assumptions underpinning quantitative work. In several senses this is a radical work, written with spirit but ultimately not convincing. The conclusions made between the notions of structure, necessity and causal mechanisms, in particular, are open to the charge of essentialism, and rely to lead to intellectual closure, and rely to the theoretical realm in a way which widens rather than narrows the gulf between theory and empirical inquiry. The publisher's claim that this makes an ideal textbook for students of economics, psychology, politics, sociology, history and anthropology is wishful thinking and cannot possibly be sustained. By comparison, for example, with Alan Ryan's *The Philosophy of the Social Sciences*, it is a piece of special pleading. The book lacks balance and objectivity (for example, in its treatment of orthodox philosophy of science) and in places is tendentious. On several major points the author is simply wrong. At best it is a sprightly attempt to justify an indefensible position.

Martin Bulmer

Martin Bulmer is senior lecturer in social administration at the London School of Economics.

BOOKS SOCIOLOGY

Crime figures

Violence and Crime in Cross-National Perspective
by Dane Archer and Rosemary Gartner
Yale University Press, £27.00
ISBN 0300 03149 1

Dane Archer and Rosemary Gartner wish to "help the study of crime and violence to come of age as a science" - a scholarly approach, less fashionable now than in the heyday of positivism, in which causation and prediction are the main themes. To this end they present a 157-page comparative crime data file, containing tables of selected crimes from official sources in 110

Office work

White-Collar Proletariat: deskilling and gender in clerical work
by Rosemary Crompton and Gareth Jones
Macmillan, £18.00 and £6.95
ISBN 0333 32752 7 and 32753 5

White-Collar Proletariat examines the class location of non-manual workers through theoretical debates and empirical data, including the authors' case studies of three large white-collar bureaucracies: a major clearing bank, a local authority and a life assurance company. The authors argue that class placed in capitalist societies are a

nations and 44 major international cities for the period 1900-70 (with variations). Murder, manslaughter, homicide, rape, assault, robbery and theft are the categories of their selection. Footnotes throughout the data file indicate what the categories involve in different countries. Raw figures are provided and rates per 100,000 population.

The authors are fully conversant with the problems of assessing the accuracy and validity of material of this sort, even if they fail to resolve them. The "dark figure" - that is, the totality of crimes including those that have not come to light - is, as usual, the most serious, but here the authors brush it aside on the grounds that "most unreported crime consists of minor property offences" and that "the official data provide a reasonably accurate record of serious offences". This may be the case for the homicide categories, but it is unlikely to be so for the others, at any rate with any consistency over 110 nations. They also claim that, in assessing trends, the dark figure can be disposed of by assuming a constancy between total crime and the indicator in use. But with categories so broadly conceived as the seven above, such trends would conceal more than they

reflection of struggle and conflict in terms of labour markets as well as the labour process. They are concerned to progress beyond the description of the structure, in order to understand recruitment to and movement within it. The book explores Harold Braverman's "deskilling" thesis and the debates surrounding the concept of proletarianization. Their analysis of the work content of clerical jobs supports the view that the work is routine and deskilled. For instance, they found that 90 per cent of such jobs gave the incumbent no opportunity to exercise control. However they do not accept Braverman's image of "an immense mass of wage-workers". For them the key to understanding white-collar work lies in its stratification by gender, and also by age and qualification. They draw a parallel between the craft division of manual work and the gender division of non-manual work.

reveal. In the tables, moreover, more than one sort of indicator is utilized, depending on the source, so some of them contain numbers of offences officially reported, others merely numbers of convictions, making direct comparisons impossible.

The central section contains three chapters analysing homicide rates. They deal with the effect of wars on the homicide rate, with cities and homicide and with the death penalty as a deterrent: all well-trodden ground. A fourth chapter presents some "fragmentary examples" of additional applications of the data file and make suggestions for further research.

The background literature to this study is almost entirely American, a disturbing cultural bias in a book which "argues the need for a comparative approach". However, the meticulously compiled tables of the data file will be valuable for comparative studies, providing that those who use them realize that they have all the limitations of official statistics.

Adrian Poole

Adrian Poole is lecturer in sociology at the University of Exeter.

NEW FROM MACMILLAN

PUBLISHED

Introduction to the Sociology of Development Andrew Webster hb 0 333 37128 3 £15.00 pb 0 333 37128 1 £5.95	The Rise and Fall of Structural Marxism Ted Benton hb 0 333 31280 5 £18.00 pb 0 333 31281 3 £6.95
A Short History of Sociological Thought Alan Swingewood hb 0 333 31078 0 £18.00 pb 0 333 31078 9 £6.95	Michel Foucault Mark Cousins and Athar Hussain hb 0 333 28850 2 £15.00 pb 0 333 28851 0 £6.95
A Sociology of the Soviet Union Gary Littlejohn hb 0 333 29426 2 £18.00 pb 0 333 29427 0 £6.95	Herbert Marcuse and the Crisis of Marxism Douglas Kellner hb 0 333 36330 4 £22.50 pb 0 333 36331 2 £6.95

FORTHCOMING

November 1984 Capitalism Divided? Clifford Ingham hb 0 333 30116 1 £20.00 pb 0 333 30118 8 £7.95	December 1985 The Structure of Social Theory Terry Johnson, Christopher Dandeker and Clive Ashworth hb 0 333 30624 4 £18.00 pb 0 333 30625 2 £6.95
November 1984 Sociological Research Methods 2nd Edition Martin Bulmer hb 0 333 37345 6 £20.00 pb 0 333 37346 4 £7.95	January 1985 The Division of Labour in Society Emile Durkheim A new translation by W.D. Hall with an introduction by Lewis Coser hb 0 333 35980 0 £18.00 pb 0 333 35981 8 £6.95

Available from all good bookshops

For further information on sociology titles from Macmillan, please write to: Liz Digby Firth, Macmillan, Houndmills, Basingstoke, Hants RG21 2XS.

MACMILLAN

The Social Science Publisher

SOCIOLOGY FROM TAVISTOCK

Adoption

Essays in social policy, law, and sociology
Edited by PHILIP BEAN

For the first time a wide range of adoption practices and policies are discussed in a single volume. Legal issues and the difficulties of transracial adoption are studied in detail, and there are two essays based on the personal experiences of adoptive parents. Recent changes in the law and new concepts of the family make this book extremely timely; it will be essential reading for anyone concerned with children and social policy.

336 pages
Hardback 0 422 78410 9 £18.50

Child Sexual Abuse within the Family

THE CIBA FOUNDATION

This handbook provides invaluable guidance on the actions that may be taken by different groups of professionals involved in the management of sexually abused children and their families. The contributors, all professionals who have been involved in working with the problems of child abuse and child sexual abuse, present views on the definition of this form of abuse, summarize the characteristics of families, look at the ways in which sexual abuse in the family presents to professionals, and consider the management of cases. Consideration is given to the detailed planning at each phase of the intervention and to the means and difficulties that different professionals are likely to meet.

176 pages
Hardback 0 422 79280 2 £12.95
Paperback 0 422 79290 X £5.95

Dealing with Drug Misuse

Crisis intervention in the city

ANNE JAMIESON, ALAN GLANZ and SUSANNE MacGREGOR

This is an important contribution to the national debate on the appropriate social response to the current and escalating drugs problem. From the detailed experience of City Roads, an experimental unit intended to provide for the immediate needs of young multiple drug misusers, the authors put forward guidelines for policy and practice.

256 pages
Hardback 0 422 78450 8 £14.00
Paperback 0 422 79300 0 £6.95

Hard Earned Lives

Accounts of health and illness from East London

JOCELYN CORNWELL

The book explores the relationship between people's ideas and theories about their health and the social and economic forces that govern their lives. It raises important questions about the current direction of health policy and is particularly relevant for people working in the fields of health education and prevention in inner city areas.

232 pages
Paperback 0 422 78580 6 £5.95

The Experience of Illness

RAY FITZPATRICK, JOHN HINTON, STANTON NEWMAN, GRAHAM SCAMBLER and JAMES THOMPSON

The Experience of Illness examines the growing body of evidence that shows how crucial a psychosocial perspective is to the understanding of the experience of being ill. The authors consider it essential to bring an interdisciplinary perspective from the social and behavioural sciences to an understanding and interpretation of behaviour in relation to illness. Their book will be of central concern to health professionals in training and in practice.

288 pages
Paperback 0 422 78530 X £7.95

TAVISTOCK

11 New Fetter Lane, London EC4P 4EE

Gloria Lee

Gloria Lee is director of postgraduate studies at the Management Centre, University of Aston.

Evaluating Chicago Sociology

A Guide to the Literature, with an Annotated Bibliography
LESTER R. KURTZ

The history of sociology in America from World War I to the mid 1930s can be written largely as the history of the University of Chicago department. Kurtz's book examines the major debates engendered by Chicago sociologists such as Albion Small, Robert Park, and W. I. Thomas, as well as others closely associated with the department. The annotated bibliography is an indispensable guide to the literature on Chicago sociology, its faculty, and its research traditions.
£20.25 Hardback 276pp 0-226-46476-8

The Existential Self in Society

EDITED BY JOSEPH A. KOTARBA & ANDREA FONTANA

An exciting contribution to the field of existential sociology, this collection of essays seeks to understand the ways in which we experience our individuality, define ourselves, and change those definitions. Departing from traditional models of the self that focus on one overriding dimension of personality, the view presented in this book is of the self as a complex of many potentials.
£23.00 Hardback 262pp 0-226-45140-2

Paths of Neighborhood Change

Race and Crime in Urban America

RICHARD P. TAUB, D. GARTH TAYLOR & JAN D. DUNHAM

Combining the methods of field research, surveys and historical analysis, this book is a comparative study of neighborhood change. The authors focus on eight Chicago neighborhoods that illustrate different aspects of that process—decline, gentrification, or stability in the face of high and low crime rates and minority presence—and develop models to clarify the forces involved.
£23.00 Hardback 262pp 0-226-79001-0

CHICAGO

The University of Chicago Press
126 Buckingham Palace Road London SW1W 9SD

3 good reasons for making this required reading for your students:

- probably one of the most stimulating books on the subject I have read to date. I congratulate the authors on using a philosophical foundation as a route into sociological scrutiny. C. G. Walton Ammanford Technical College
- 'style of presentation is the hallmark of the book as Lee and Newby approach familiar territory from a different angle. Such an approach will make the book enjoyable to read not only for undergraduate students but also for their teachers.' Network
- 'a lucid and stimulating textbook.' Carolyn Britton Bristol Polytechnic

Please send me an inspection copy of *The Problems of Sociology* (7.95 paper 09 151511) if I wish to consider recommending it to my students:
Name _____ Date _____
College & Address _____
Signature _____ 1036

CHILD CARE POLICY AND PRACTICE

Published jointly by Batsford and British Agencies for Adoption and Fostering, this series deals with a wide range of issues arising from working with children, and draws out the practical implications for those in the caring professions and for parents.

Children in Care Revisited Pamela Mann

In this unique study the author follows through the lives of a number of children, now adults, who had been on her caseload when she was a social worker. She presents a lively account of the reality of growing up in care, based on interviews with the young adults and their former caregivers. A profound and humane study which gives full weight to the child's viewpoint and should be read by all who are professionally involved with child care.
£14.95 Hardback 0 7134 0928 2/£7.95 Paperback 0 7134 0929 0/192pp Available

Helping Children Cope with Separation and Loss Claudia Jewett

A clear, practical guide for adults facing the responsibility of helping a child through the pain of separation or loss. Using case histories and sample dialogues between helper and child, the author explains the techniques she has developed for helping children to cope with their grief. Parents, social workers, and teachers faced with this responsibility will find this guide immensely helpful.
£8.95 Paperback 0 7134 4707 9/180pp Available

Long-Term Foster Care Jane Rowe, Hilary Cain, Marion Hundleby, Anne Keane

A critical study of the effects of long-term fostering on children and their families, based on entirely new research data and extensive interviews with foster children, foster parents, natural parents and social workers. The authors conclude with recommendations for changes and improvements to existing foster care services.
£17.50 Hardback 0 7134 4521 1/£8.95 Paperback 0 7134 4522 X/224pp Available

Batsford 4 Fitzhardinge Street, London W1H 0AH (01) 486 8484

BOOKS

SOCIOLOGY

Class in electoral choice

Class and the British Electorate

by David Robertson

Blackwell, £25.00

ISBN 0 85220 606 3

As the certainties of British politics disintegrate, so do the conventional categories for studying them. For some years now scholars in the Essex school of electoral research have been urging us to see voters' views on issues, their ideologies, as influencing their voting behaviour—challenging the earlier orthodoxy that such views were merely the reflections of a prior, psychological or inherited partisan attachment. As the proportion of the electorate having a stable attachment declines, the Essex approach becomes attractive.

It is here taken several stages further by David Robertson. First, he ranges opinions and issues on left-right continua within two separate dimensions: socio-economic egalitarianism and social liberalism. Second, he uses a three-class model in place of the crude manual/non-manual distinction that is inconsistent with modern occupational structure as it is beloved of social analysis. Finally, he treats as a distinct political category that vast and growing number of voters who vote consistently with neither the Labour nor the Conservative Party. (Liberals, while perhaps being grateful for this recognition of a third force, will probably resent their stable supporters being thrown in with the shifters, the non-voters and the eccentrics, but the analysis seems to work.)

He thus has three classes (upper, intermediate and lower) and three partisanships (Conservative, Labour, 'neutral'), which combines to give nine sub-groups. The author insists that these form distinct political communities and do not merely combine additively. To take the most extreme example, upper-class socialists do not dilute attitudes typical of those of socialists as a whole with those of the rest of the upper class; they are equally as egalitarian as lower-class Labour supporters, and far more liberal than any other sub-group.

The nine political communities inhabit a political world of four possible quadrants formed by the continua on the two dimensions. On the socio-economic issues their positions are fairly predictable: the lower the class and the further left the partisanship, the more egalitarian the position. The liberal

dimension is far more complex. Upper-class positions (with inconsistency on several individual issues among upper-class Conservatives) are markedly more liberal than those of everybody else; and on several issues it is the intermediate groups who are the most authoritarian.

Of the four quadrants, two (egalitarian liberal; anti-egalitarian authoritarian) match the conventional stereotypes of left and right. Labour and Conservative, but are unambiguously inhabited by only one sub-group apiece (upper-class Labour and intermediate Conservative respectively). Two groups (upper-class intermediates and Conservatives) occupy the 'liberal and anti-egalitarian' quadrant of classic nineteenth-century Liberalism. Three groups, and by far the largest number of people, inhabit the egalitarian but authoritarian quadrant, and a further two are only marginally outside it (intermediate Labour being slightly too liberal and lower-class Tories slightly insufficiently egalitarian). This most heavily populated quadrant of British political life was not represented by any party existing in 1979, and the arrival of the Social Democrats has not changed that. The nearest thing to match its preferences would be a secular version of the Social Christian parties of some parts of early twentieth-century Europe. Such movements were changed out of recognition or destroyed by the paramount importance of the mid-century's central issues of Nazism, Communism and the political integration of the manual working class. As the third of these finally joins the others in history's graveyard, perhaps a more basic form of popular politics is recovering its salience.

At the theoretical level, Dr Robertson has done much to rehabilitate the concept of the rational voter, making his or her electoral choice on the basis of matching parties to an existing perceived self-interest. It is not a classless electorate by any means; class remains a valuable predictor of perceived self-interest, but it no longer provides unquestioned political loyalties. The author does not consider an alternative interpretation: that voters rationally adjust opinion to party. That is, did they in 1979 perceive a beleaguered Labour government and a confident Conservative of position and therefore conclude that Conservative policy positions were more 'correct'—even, perhaps, if for various reasons they did not actually vote Conservative? This is more likely to be true of tactical, instrumental issues than of effective ones, but it would be worth testing for in future research. However, a convincing argument against the general applicability of this alternative thesis is found in Robertson's evidence: the stubborn refusal of even many Conservative supporters to follow that party's views on the desirability of cuts in taxes and public spending.

A possible weakness of Robertson's model, though it does not really affect his analysis here, is that it assumes party policy to be independent of voters' attitudes, and the latter to be independent of party activity. If we are now in a period when electoral outcomes are increasingly determined by popular attitudes, then the political prizes will increasingly go to those parties most responsive to and most capable of moulding those attitudes.

son has done much to rehabilitate the concept of the rational voter, making his or her electoral choice on the basis of matching parties to an existing perceived self-interest. It is not a classless electorate by any means; class remains a valuable predictor of perceived self-interest, but it no longer provides unquestioned political loyalties. The author does not consider an alternative interpretation: that voters rationally adjust opinion to party. That is, did they in 1979 perceive a beleaguered Labour government and a confident Conservative of position and therefore conclude that Conservative policy positions were more 'correct'—even, perhaps, if for various reasons they did not actually vote Conservative? This is more likely to be true of tactical, instrumental issues than of effective ones, but it would be worth testing for in future research. However, a convincing argument against the general applicability of this alternative thesis is found in Robertson's evidence: the stubborn refusal of even many Conservative supporters to follow that party's views on the desirability of cuts in taxes and public spending.

A possible weakness of Robertson's model, though it does not really affect his analysis here, is that it assumes party policy to be independent of voters' attitudes, and the latter to be independent of party activity. If we are now in a period when electoral outcomes are increasingly determined by popular attitudes, then the political prizes will increasingly go to those parties most responsive to and most capable of moulding those attitudes.

A possible weakness of Robertson's model, though it does not really affect his analysis here, is that it assumes party policy to be independent of voters' attitudes, and the latter to be independent of party activity. If we are now in a period when electoral outcomes are increasingly determined by popular attitudes, then the political prizes will increasingly go to those parties most responsive to and most capable of moulding those attitudes.

Colin Crouch

Dr Crouch is reader in sociology at the London School of Economics.

Titanic efforts

Max Weber's Insights and Errors

by Stanislaw Andreksi

Routledge & Kegan Paul, £16.95

ISBN 0 7102 0051 X

This odd and idiosyncratic work—to describe it in a charitable fashion—is yet another contribution to the cluttered field of Weberian scholarship. Stanislaw Andreksi is a self-confessed admirer of Weber, sharing the same sort of view of that thinker as Alfred Radcliffe-Brown, who is quoted as having observed of *Economy and Society* that 'it really is damned good stuff'. Andreksi reminds us, however, that it is no service to scholarship to set up Weber as an idol whose ideas are above criticism. Having assured the reader that it gives him 'great pleasure to savour the fertility and range of [Weber's] intellect', Andreksi sets off on an erratic tour through Weber's writings, scattering criticisms here, offering plaudits there. He confesses himself 'inspired by Weber's titanic efforts', but none the less Weber's enterprise as a whole, like the Titanic, is found to be rather less solid and reliable than its constructor might have liked to think.

Andreksi finds Weber's views on philosophical aspects of the social sciences wanting in several ways. Weber's conception of value-freedom is subjected to criticism for example—although it has to be said that the critique is less than penetrating. Judgments of fact and judgments of value, Andreksi claims, cannot be kept separate, because factual assessments of states of affairs in social life are not neutral in their implications for different groups in society. Thus the statement 'Oswald did not kill John Kennedy' is apparently a simple factual assertion, right or wrong. However, the utterance of such a statement is provocative in its consequences, suggesting that 'American democracy is (at least partly) a sham', and thus 'brands the utterer as a subversive'. Quite apart from this extraordinary nature of this assertion on Andreksi's part, as an argument against Weber's view it cannot exactly be said to be on the highest plane of philosophical sophistication. For Weber's thesis was that judgments of value cannot logically be derived from statements of fact, not that factual assertions never provoke hostile reactions from those who would contest them.

Weber's advocacy of 'interpretive sociology' is also made to suffer the full weight of Andreksi's 'critical thrusts'. Andreksi does not hold a high

opinion of this aspect of Weber's thought, and given how banal he seems to be, it is perhaps gratifying to be reassured that Weber 'was far above trying to impress his audience with empty verbiage'. The critique offered is a familiar one, but Andreksi does not seem to be aware of the extensive discussions in recent years which have fully exposed its weaknesses. The interpretation of meaning is identified as the empathic comprehension of the thoughts and feelings of others. But social science cannot rely upon such an unreliable source of evidence to substantiate its hypotheses; science begins where empathic understanding stops. Thus interpretative sociology is written off by Andreksi as a sort of aberration on Weber's part, which fortunately did not greatly affect his more substantive writings in history and sociology. Unfortunately, often have been seduced by Weber's ideas on the matter. Weber has thus helped to encourage an unfortunate trend, a retreat from the basic principles of scientific method, which 'renders to the observationalist and parasitic proclivities of sub-standard academics'.

In the remainder of the book Andreksi turns to Weber's work on the development of capitalism and his studies of the world religions. Weber's analysis of the rationalization of modern culture is found to be deficient, and Andreksi has a range of objections to the Weberian mode of history. The comparative study of history in the Weberian mode nevertheless receives Andreksi's seal of approval as the proper method for substantiating theories of large-scale social processes. I leave to say that I do not find the appraisals he has to offer to Weber's historical writings any more penetrating than those of the more philosophical aspects of Weber's work. Andreksi writes as though he has no acquaintance with the scholarly literature on Weber of the past forty years, or else he loftily ignores it. Where he does mention other Weber scholars it tends to be in terms that are so derogatory that they would leave a nasty taste in the mouth if it were not so disgusting. I leave to Andreksi on Talcott Parsons, whose knowledge of Weber's work is judged to be defective, and whose influence in social science is held to be unequivocally harmful: 'Parsons's contribution to the advancement of knowledge is negative because he was a muddled thinker and verbose writer who instilled mumbo-jumbo into the minds of thousands of not very bright academics.' But in the mumbo-jumbo stakes there can be few rivals to Andreksi's book.

Anthony Giddens is a fellow of King's College, Cambridge.

Anthony Giddens

Anthony Giddens is a fellow of King's College, Cambridge.

BOOKS

SOCIOLOGY

Impact of worker directors

Unions on the Board: an experiment in industrial democracy

by Eric Batstone, Anthony Ferner and Michael Terry

Blackwell, £12.00

ISBN 0 631 13317 8

Consent and Efficiency: labour relations and management strategy in the state enterprise

by Eric Batstone, Anthony Ferner and Michael Terry

Blackwell, £19.50

ISBN 0 631 13517 0

In 1978-79 the Post Office Board, following pressure from the Labour Government, was expanded and restructured to include union nominees. *Unions on the Board* is a description and evaluation of this two-year experiment on the guidelines recommended in the Bullock Report of 1977. This experiment in the Post Office thus offers the most significant test of the Bullock formula which has so far been witnessed. Indeed, the authors claim that as formally constituted, the Post Office scheme represented 'one of the strongest, most radical worker-director schemes in the western world'.

Its significance stemmed from two features. First, the union nominees were present in sufficient numbers to balance those of management. Second, in this experiment the union nominees were not required to relinquish whatever union offices they might hold and were thus able to retain a more definite 'union base' than had been permitted in the British Steel experiment, for example. Despite

these vital correctives the major finding was that the impact made by the worker directors was in practice still very limited. The catalogue of shortcomings is a familiar one. Crucial decisions were diverted away from the board; the full-time members controlled the agenda and the effective decision-making; union nominees tended to contribute relatively little on 'non-industrial relations' matters; managers took steps to avoid internal management disagreement on the board. The authors suggest that the specific contexts of worker director schemes matter far more than the niceties of procedural form. At the Post Office, for example, the full-time board members were hostile to the experiment. Even within the union, many merely tolerated the exercised independence of the whole the unions saw the experiment as peripheral to their priorities and to their traditionally preferred mode of operation.

It is accordingly to the elaboration of context and more particularly to the exploration of the issues of strategy and structure that the subsequent volume, *Consent and Efficiency*, is dedicated. This densely-argued book ostensibly tackles two key themes: the link between industrial relations and corporate strategy, and the significance of public ownership for management's labour relations practices. Its themes and sub-themes include public ownership, corporate and industrial relations strategies, the commercial ethos, union response, intra-organizational politics, and the problems of achieving both efficiency and cooperation. But the issue largely underlying all of this is how management and unions responded to a politically-induced change.

In brief, this change entailed a shift from a traditional, civil service culture to a new commercially oriented climate where a market logic was meant to displace a public service shibboleth. The style of labour relations in the Post Office was in fact trimmed in order to accommodate the adjustments to business strategy—especially in Telecom. But a bid to reassert managerial prerogative presented a threat to the old consensus. Herein lay an expression of a classic dilemma. The authors found that even Telecom frequently had to rely on the old pragmatic style of 'seasoned managers'. Thus, man-

agement and the unions were found to be engaged in an 'unfinished provisional process of readjustment'. Part of management's response was driven by the simple logic of being seen to be doing something in the face of an ever more ominous outlook. Hence, for example, there is a suggestion that mechanization in the postal business was more a device to deflect political criticism and to defend the monopoly than an innovation undertaken for operational reasons. Since Telecom was subjected to higher expectations by both government and business its managers had to respond with more clarity to the commercial drive than their counterparts in the postal service. As a result, managerial strategy at Telecom was more vigorous and its labour relations pattern also faced a greater degree of change.

Doubts about *Consent and Efficiency* hinge on the intricacies of the 'context' which the authors try to expose. There are so many variables and issues overlaid that different readers may well disagree as to what this book is really about. Second, one is led to suspect that the material gathered during the original industrial democracy project, while certainly raising issues beyond the confines of that experiment, was none the less insufficient to allow proper investigation of the themes in this companion volume. Third, and related to this, the wealth of detail generated, for example, on the history and operations of the Union of Post Office Workers and the Post Office Engineering Union, is not necessary to illuminate the central themes nor is sufficient attempt made to integrate this material.

While certainly tackling under-researched issues, this book nevertheless underestimates some of the work which has preceded it. While the volume does make a positive contribution to the analysis of labour relations in state enterprises, on the key question of illuminating the processes whereby strategy formulation and implementation engage with labour relations, there is evidently still a deal of research to be done.

John Storey

Dr Storey is senior lecturer in industrial relations and industrial sociology at Trent Polytechnic, Nottingham.

Religion and social change

Capitalism and Class in the Middle

Essays on the development of economic development

by Bryan S. Turner

Helmholtz Educational, £17.50

ISBN 0 435 82893 2

Bryan Turner is already well known for his critiques of general theories which have sought to explain the role of religion and the lack of significant social change in the Middle East. In his new collection of 11 essays he continues certain trains of thought begun in *Weber and Islam* and *Marx and the End of Orientalism* by which he seeks to disentangle what is useful in the Marxian and Weberian tradition from that which simply elaborates old notions of the 'stagnant' East. The fact that they are all reflections on a few general themes gives these essays a coherence which such collections rarely possess. Even more importantly, they provide an excellent illustration of how the critique, as a form of analysis, can be used not only to challenge an existing set of concepts in the social sciences but also to rework them so as to provide a more fruitful method of approach.

The first seven essays, all but one of which were previously published between 1974 and 1979, combine a general critique of the Orientalist tradition identified by Edward Said and knowledge is negative because he was a muddled thinker and verbose writer who instilled mumbo-jumbo into the minds of thousands of not very bright academics.' But in the mumbo-jumbo stakes there can be few rivals to Andreksi's book.

talism—just as Marx himself had once believed the British were doing to India. According to Turner, this piece of special pleading falls on two main accounts: Israel as a society is very different from Marx's theoretical model of capitalism and 'British and Israeli colonialism in the Middle East has had a stunning [rather than a positive] effect on the Arab social structure and economies'.

More generally, Turner uses the method of the critique to elaborate his own alternative methods of analysis, many of them drawn from the neo-Marxist writings of the 1960s and 1970s. The two most important are his assertion of the divorce between modes of production and class relations, so that, for example, the transformation from feudalism to capitalism does not necessarily involve any particular set of class alliances, and his assertion of the need to combine both an internalist and an externalist perspective to explain the interaction between a society's economic development, its class structure and the world system. This has a great advantage of opening up processes in the 'mysterious' Orient for examination by concepts which make no distinction between East and West. But such a reliance on the notions of capitalism and class not only encounters all the usual problems connected with their use but also raises the whole question of the specificity of different national developments. In Turner's hands, the history of one third world country's transformation is very much like another. He also tends to suggest that capitalism itself is a relatively homogeneous phenomenon, thus obscuring some of the huge variety of ways by which its key central relationships are expressed in quite different institutional, legal and cultural forms.

Some of these problems can be seen quite clearly in what is one of the most interesting essays in the second part of the book: 'Turner's discussion of feudalism and capitalism in Iran. While his use of the concept of over-lapping and oscillating modes of production is a clever and convincing method of sidestepping the sterile debate about whether Persia was

either a feudal or an Oriental society, his analysis of twentieth-century development relies too heavily on the works of writers like Ahmad Ashraf and Fred Halliday who have already used similar definitions of capitalism and class to structure their Iranian material in such a way that their observations fit neatly into his argument rather than providing a test of its validity. Their works, like Turner's, also raise the more general question of what is explained by saying that the Shah's Iran was subject to its own capitalist dynamic.

A hitherto unpublished essay deals with a different set of problems involved in the study of the modern nation state: the relationship between religion and secularism in the creation of Israel. Here again he is totally convincing when he argues that, contrary to what many of its founders hoped and believed, Zionism, of necessity, cannot be secular. For Turner, not only is Jewish Israeli nationality impossible to separate from Jewish identity but Zionism itself is inevitably connected with the religious view of Jewish history used to legitimate the occupation of Palestine. His further assertion that the debate between religious and secular tendencies in Zionism, present from the beginning, was ultimately muted during the first twenty years of state-building only to be reopened after the capture of the West Bank in 1967, provides one of the keys to an understanding of the present fierce debates in Israel. What would have rounded off this excellent analysis would have been a more lengthy excursion into the field of political theology, following up his brief reference to the ways in which beliefs can be a secular context, thus allowing him to say more about the strengths as opposed to the weaknesses of the secularist position. If Israel cannot have pure secularism, it certainly cannot have pure religion either.

Roger Owen

Roger Owen is a fellow of St Antony's College, Oxford.

Sociology Journals from SAGE

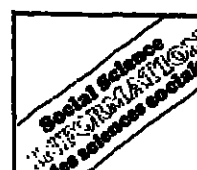


The Annals of the American Academy of Political and Social Science

Each issue of this unique Journal is devoted to a comprehensive Trend Report on a topic of interest to the international community of sociologists. The aim is to review new developments, to discuss controversies, and to provide a forum for communication with the widest group of colleagues.

Editor James A. Beckford Durham University, UK

Annual Subscription Rate (3 issues)
Institutional £39.00 • Individual £20.00



Published under the auspices of the International Sociological Science Council

Social Studies of Science is devoted mainly to the results of original research, whether empirical or theoretical, which brings fresh light to bear on the concepts, processes, mediations and consequences of modern science and technology.

Editor David Edge University of Edinburgh and Co-Editor Roy MacLeod University of Sydney

Annual Subscription (4 issues)
Institutional £55.00 • Individual £23.00

Sociological Methods & Research

Sociological Perspectives provides a forum for contemporary research and debate in the field of sociology. A broad range of issues is covered by articles, reflecting the latest theoretical, empirical and methodological advances. The journal will be of interest to all those concerned with human behaviour, and the institutions and development of human society.

Editor David Gold University of California, Santa Barbara

Annual Subscription Rate (4 issues)
Institutional £46.00 • Individual £21.00



Teaching Sociology is a comprehensive journal for professional teachers and students alike, and reviews developments in all aspects of teaching sociology. Articles feature topics such as new courses, innovations in course organization, the use of new techniques and approaches, and report on unique classroom projects.

Editor Michael S. Baskin University of Wisconsin, Parkside

Annual Subscription Rate (4 issues)
Institutional £46.00 • Individual £21.00



(Sample copies will be sent on request)
SAGE Publications Ltd, 28 Banner Street
London EC1Y 8QE, UK Tel: (01) 253 1516

Events

The National Association for Education in the Arts holds its annual conference from November 9 to 11 at the London University Institute of Education, Bedford Way.

The opening address will be given by Dr Harold Osborne, president of the British Society of Aesthetics. Full details and application forms from Peter Steadman, Rose Cottage, Mill Lane, Shearshy, Leics.

The Centre of Canadian Studies at the University of Edinburgh is to hold a comparative Canada-New Zealand seminar on Saturday May 18 1985. The bulk of the papers will be on one or other of the countries, developing themes in parallel, though some will cover both. Topics to be discussed will include migration, transfer of political ideas and comparative conservation policies and will also discuss the concept of the "Pacific rim". Offers of papers to Dr Ged Martin, director, CCS, 21 George Square, Edinburgh EH8 9LD.

The 1984 PACE lecture (sponsored by the Polytechnic Association for Continuing Education) will be given by Sir Norman Lindop FRSC on "Information Technology and Data Protection in the Context of Higher Education". It will be given on Monday November 12 at 5.30pm in the Lecture Theatre, City of London Polytechnic, Tower Hill Site. Admission is free.

NOTICE BOARD

"Ten years of mixed media", a new exhibition at the Royal College of Art, offers a perspective on one of the most important strands of modern art. The exhibition, which runs until October 26, will feature a new tape by the performance artist Stuart Brisley; design and artwork by Mark Chalmers; a performance by Peter Davis; and many more. The "Cross Currents" show can be seen at the RCA galleries, Kensington Gore, London SW7.

Appointments

EDINBURGH
The Centre of Canadian Studies has appointed Alastair MacLeod of the University of Windsor, Ontario, to be writer-in-residence for the academic year 1984/85.

The post is sponsored by the Scottish Arts Council. Dr Barbara C. Morton is to be a postdoctoral visiting fellow.

EXETER
Lectureships: N. Armstrong (education); L. A. Burgess (education); P. A. Collier (accountancy); Dr J. Cremona (pure mathematics); C. C. Dean (physics); Dr L. N. Dineen (biology); P. Ernest (education); J. P. Hinde (mathematical statistics and operational research); Dr D. M. Hollinshead (chemistry); Dr M. Hughes (education); S. McCarron (agricultural economics); M. D. Ramsden (education); Dr S. D. Reicher (psychology); J. Shaw (law); C. T. Wilson (modern languages and European history).

HULL
Personal professorships: Dr Robert Barker, reader in politics, and author of *Justice and Virtue: the problem of Communism in Marx's Thought*; and R. Alan Townshend, reader in analytical chemistry and an editor of the

mathematics; Dr I. P. Tonks (economics); Dr P. F. Xuereb (law); Dr S. E. Honeyball (law).

UWIST
Mr P. Cooke has been appointed as lecturer in the department of town planning, as coordinator of a £500,000 research programme. Under the title "The Changing Urban and Regional System in the UK" the research will explore how social and economic changes in the past decade have affected work patterns, lifestyles and political attitudes in specific localities. The Royal Academy of Music has appointed as its new director of opera Mr Peter Knapp, founder of the highly acclaimed Singers Company. The RAM's first production this year will be Offenbach's *Orpheus in the Underworld*.

The new librarian of the British Library of Political and Economic Science is to be Mr Christopher Hunt, who succeeds Mr D. A. Clarke. Mr Hunt is at present chief librarian at La Trobe University, Victoria, Australia.

EAST ANGLIA
Personal professorships: Dr C. W. E. Bigsby (American studies); Dr R. W. Sheppard (European literature); Dr R. N. West (physics). Readerships: Dr P. M. Blake (development studies); Dr S. W. Davies (economic and social studies); Mr R. D. Price (modern languages and European history); Dr M. R. Sleep (computing studies and accountancy); Dr S. Wilson (modern languages and European history). Senior lectureships: Dr M. R. Andrew (English and American studies); Dr A. H. Haines (chemical sciences); Dr W. M. Mathew (economic and social studies); Dr D. O. Punter (English and American studies).

International Journal *Analytica Chimica Acta*



Death plays an important part in Josef Koudelka's photographs (Hayward Gallery, then touring). Though he has recorded violence and war - in his native Czechoslovakia, in Ireland, in Spain - he makes little attempt, as Don McCullin does, to freeze the act of violence into a moral gesture. Koudelka's dead attain an aesthetic and iconic quality that reflects very exactly the curious reality of his country, poised between collective east and individual west, Europe and Asia, Reformation and Counter-Reformation.

Grants

BATH: Dr M. Cooper and Dr A. K. Charnley, £39,226 from AFRC (role of cuticle-degrading enzymes in pathogenicity of entomopathogenic fungi); Dr W. J. D. Whitham, £26,480 from the Southern Universities Joint Board and the Microelectronics Education Programme (development of an information technology module); Dr J. F. Eastman and Dr D. Rodger, £42,720 from SERC (feasibility study of 60 GHz cellular mobile radio); Professor F. J. Wallace and Professor B. Harris, £83,169 from the SERC (collaborative research on integrated circuits); Dr J. R. Kusel, £10,083 from World Health Organization (structure of schistosome surface membrane and ways in which it may be targeted for destruction); Dr M. P. Ansell, £10,340 from SERC (establishment of life prediction models for wood composites subjected to complex fatigue loads); Professor J. P. Fitch, £45,693 from SERC (applications of functional closures); Dr P. J. Willis, £23,100 from SERC (networked colour picture archive browser system); G. A. Saunders, £21,649 from SERC (ultrasound studies of vibrational anisotropy in pre-melting regions).

GLASGOW: Professor P. H. Holmes, £64,165 from AFRC (gastrointestinal parasites and host metabolism); Dr J. O. Kowen, Dr P. MacPherson and Professor G. M. Teasdale, £42,801 from MRC (evaluation of NMR imaging in diagnosis of nervous system); Dr N. A. Adams, £15,000 from MRC (cloning of steroid sulphatase gene to investigate X-inactivation and XY exchange in genesis of XXmales); Dr J. Cummins and Mr A. S. Selman, £10,651 from MRC (analytical methodology for assay of cytotoxic drugs); Dr E. Whiting and Dr S. Hills, £22,829 from British Heart Foundation (determinants of response to antiarrhythmic agents); Professor O. J. J. Smith, £44,541 from British Small Animal Veterinary Association (monoclonal antibodies to follow leukaemia virus infection); Dr K. Whaley, £6,102 from Greater Glasgow Health Board (nature of transmembrane signals involved in control of synthesis of complement components); Professor D. H. Titterton, £3,449 from Greater Glasgow Health Board (monitoring health surveillance of pre-school children); Mr M. Moss, £54,471 from Glasgow Services Commission (VTS War 83 community project); Professor D. T. H. Webb, £10,000 from Scottish Business School (development of a new business school); Dr J. R. Kusel, £14,286 from SERC (phosphorylation of monoclonal phagocyte proteins in response to agents which regulate synthesis of complement components); Dr J. F. Eastman and Dr D. Rodger, £42,720 from SERC (feasibility study of 60 GHz cellular mobile radio); Professor F. J. Wallace and Professor B. Harris, £83,169 from the SERC (collaborative research on integrated circuits); Dr J. R. Kusel, £10,083 from World Health Organization (structure of schistosome surface membrane and ways in which it may be targeted for destruction); Dr M. P. Ansell, £10,340 from SERC (establishment of life prediction models for wood composites subjected to complex fatigue loads); Professor J. P. Fitch, £45,693 from SERC (applications of functional closures); Dr P. J. Willis, £23,100 from SERC (networked colour picture archive browser system); G. A. Saunders, £21,649 from SERC (ultrasound studies of vibrational anisotropy in pre-melting regions).

Open University viewing

Saturday October 20
8.00-11.00 Open Forum. Information programme for DU students.
11.30 To be announced.
11.40 Carling for Older People. Carling for Older People (P60) prog 2.
Sunday October 21
8.00-11.00 Science Foundation course. Preparation Maths "Numbers" (S10) prog 140.

CLASSIFIED ADVERTISEMENTS

The Times Higher Education Supplement

to place advertisements write to or telephone:
The Advertisement Manager,
The Times Higher Education Supplement,
Priory House, St John's Lane, London EC1M 4BX.
Tel: 01-253 3000. Telex 284971
All advertisements published subject to the Terms and Conditions of Times Newspapers Ltd (available on request)

Rates:
Classified Display - £12.40 psc
Minimum size: 9cm x 1 col @ £111.60
Classified Linage - £2.40 per line
Minimum 3 lines - @ £7.20
Box number - £2.00

copy deadlines:
Classified Display:
Friday in the week prior to publication
Classified Linage:
Monday 10.00 am in the week of publication

Universities

AUSTRALIA
Applications are invited for the following posts for which applications should be sent to the appropriate authority on the dates shown. SALARIES (unless otherwise stated) are as shown. Professorships are £42,141-£44,141. Senior Lectureships £33,321-£34,847. Lectureships £24,840-£25,834. Further details and application forms may be obtained from The Australian Universities and Colleges Council, 100 Victoria Road, London WC1N 2AF. Applications are invited direct to the University.

CHAIR OF BIOCHEMISTRY
Applications are invited for appointment to the Chair of Biochemistry which will become vacant on 1 January 1986. The University seeks an appointee with an outstanding record in any branch of modern biochemistry. Salary plus housing of £44,657 for a medically qualified appointee. 31 January 1985.

The University of Western Australia
Perth
LECTURER IN PURE MATHEMATICS
Applications are invited for appointment to the Chair of Pure Mathematics in the Department of Pure Mathematics. The appointee will be expected to take charge of teaching an existing lecturer in Modern European History (17th, 18th centuries) "Europe: The Making of a Modern Society". Additional information about the Department of History may be obtained from the Head of Department, Dr John Tinkler, telephone (09) 387 2131.

The University of Western Australia
Perth
LECTURER IN HISTORY (MODERN EUROPEAN)
Applications are invited for appointment to the above position in the Department of History for a one year term (not renewable) commencing 1 January 1986. The appointee will be expected to take charge of teaching an existing lecturer in Modern European History (17th, 18th centuries) "Europe: The Making of a Modern Society". Additional information about the Department of History may be obtained from the Head of Department, Dr John Tinkler, telephone (09) 387 2131.

The University of Western Australia
Perth
LECTURER IN HISTORY (MODERN EUROPEAN)
Applications are invited for appointment to the above position in the Department of History for a one year term (not renewable) commencing 1 January 1986. The appointee will be expected to take charge of teaching an existing lecturer in Modern European History (17th, 18th centuries) "Europe: The Making of a Modern Society". Additional information about the Department of History may be obtained from the Head of Department, Dr John Tinkler, telephone (09) 387 2131.

The University of Western Australia
Perth
LECTURER IN MICROBIOLOGY (TENURABLE)
Applications are invited for a tenurable Lectureship in the Department of Microbiology in the area of molecular biology and physiology. The appointee will be expected to take charge of teaching an existing lecturer in Modern European History (17th, 18th centuries) "Europe: The Making of a Modern Society". Additional information about the Department of Microbiology may be obtained from the Head of Department, Dr John Tinkler, telephone (09) 387 2131.

The University of Western Australia
Perth
LECTURER IN HISTORY (MODERN EUROPEAN)
Applications are invited for appointment to the above position in the Department of History for a one year term (not renewable) commencing 1 January 1986. The appointee will be expected to take charge of teaching an existing lecturer in Modern European History (17th, 18th centuries) "Europe: The Making of a Modern Society". Additional information about the Department of History may be obtained from the Head of Department, Dr John Tinkler, telephone (09) 387 2131.

The University of Western Australia
Perth
LECTURER IN HISTORY (MODERN EUROPEAN)
Applications are invited for appointment to the above position in the Department of History for a one year term (not renewable) commencing 1 January 1986. The appointee will be expected to take charge of teaching an existing lecturer in Modern European History (17th, 18th centuries) "Europe: The Making of a Modern Society". Additional information about the Department of History may be obtained from the Head of Department, Dr John Tinkler, telephone (09) 387 2131.

The University of Western Australia
Perth
LECTURER IN HISTORY (MODERN EUROPEAN)
Applications are invited for appointment to the above position in the Department of History for a one year term (not renewable) commencing 1 January 1986. The appointee will be expected to take charge of teaching an existing lecturer in Modern European History (17th, 18th centuries) "Europe: The Making of a Modern Society". Additional information about the Department of History may be obtained from the Head of Department, Dr John Tinkler, telephone (09) 387 2131.

The University of Western Australia
Perth
LECTURER IN HISTORY (MODERN EUROPEAN)
Applications are invited for appointment to the above position in the Department of History for a one year term (not renewable) commencing 1 January 1986. The appointee will be expected to take charge of teaching an existing lecturer in Modern European History (17th, 18th centuries) "Europe: The Making of a Modern Society". Additional information about the Department of History may be obtained from the Head of Department, Dr John Tinkler, telephone (09) 387 2131.

The University of Western Australia
Perth
LECTURER IN HISTORY (MODERN EUROPEAN)
Applications are invited for appointment to the above position in the Department of History for a one year term (not renewable) commencing 1 January 1986. The appointee will be expected to take charge of teaching an existing lecturer in Modern European History (17th, 18th centuries) "Europe: The Making of a Modern Society". Additional information about the Department of History may be obtained from the Head of Department, Dr John Tinkler, telephone (09) 387 2131.

Appointments	
Universities Fellowships Research and Studentships Polytechnics Colleges of Higher Education Colleges with Teacher Education Colleges and Institutes of Technology	Technical Colleges Colleges of Further Education Colleges and Departments of Art Administration Overseas Adult Education Librarians General Vacancies Industry and Commerce
Other classifications	
Exhibitions Awards Conferences and Seminars Courses	Personal For Sale and Wanted Holidays and Accommodation
All box no. replies should be sent to THES at the above address	

University of Strathclyde
PRODUCTION MANAGEMENT AND MANUFACTURING TECHNOLOGY

TEACHING COMPANY ASSOCIATE
ELECTRONICS MANUFACTURE AND TEST

Applications are invited for a Teaching Company Associateship post, tenable for three years to work on the stress testing of circuit card assemblies in the manufacturing plant of IBM United Kingdom Limited, Greenock. This important programme will cover accelerated testing, and quality and reliability engineering, and the development of high volume production equipment for use in the plant.

The upper age limit for teaching company posts is normally 28 years. Applicants should have an honours degree in Mathematics, Physics, Electronics, Control Engineering, or a similar discipline. Salary in accordance with qualifications and experience.

Applications (two copies) with full curriculum vitae and the names and addresses of three referees should be sent to Professor D. S. Ross, Department of Production Management and Manufacturing Technology, University of Strathclyde, 75 Montrose Street, Glasgow G1 1XJ (quote Ref. R35/84) from whom further details are available. Closing date for applications: 9 November 1984.

University of Reading
Appointments

The University has decided to give high priority to developing further its activities in the related fields of food studies and biological sciences. In this connection it now invites applications for two Professorships. Candidates should be ready to support co-operation and interaction with relevant activities within the University, with the new F.R.C. Food Research Institute at Reading, with the University's Associated Institutions and beyond. It is the University's intention to create a Research Fellowship (for a fixed term of five years) in conjunction with each appointment.

PROFESSORSHIP OF BIOTECHNOLOGY
The Professorship of Biotechnology is in the National College of Food Technology within the University's Department of Food Technology. Preference will be given to candidates with experience and achievement in the field of process engineering with reference to biological systems or food materials.

PROFESSORSHIP OF MICROBIOLOGY
The Professorship of Microbiology is in the Department of Microbiology. Candidates should have a record of research achievement in microbiology. Preference will be given to candidates whose research would be particularly relevant to the development of the University's research in microbiology.

Further information about both appointments may be obtained from the Registrar, Room 214, Whiteknights House, The University, P.O. Box 217, Reading, RG6 2AH. The closing date for applications is 4th January 1985.

UNIVERSITY OF ULSTER
Faculty of Science

Research Studentship

Applications are invited for a research studentship, leading to the degree of Doctor of Philosophy of the University of Ulster. The subject of the study will be the synthesis of heterocyclic compounds and work will be undertaken under the supervision of Professor M. F. Grondin and in association with Gallaher Ltd. The studentship, which will be funded at SERC rates, is tenable for three years, at the Coleraine campus. Applicants should hold a good honours degree in Chemistry or a related subject.

Applications, including a full curriculum vitae and the names and addresses of two referees should be sent as soon as possible to the Academic Registrar, University of Ulster at Coleraine, Cromore Road, Coleraine, Co Londonderry BT52 1SA, (telephone: Coleraine 4141, ext 425) from whom further details may be obtained.

HOW TO GET A YEAR FOR 6 MONTHS!

If you take out a subscription now to The Times Higher Education Supplement in addition to your 26 issues delivered weekly, we will also send you a FREE copy of the popular THES Academic Year pocket diary which is packed with useful information on higher education. Simply complete the coupon below and send it together with your cheque or postal order, made payable to Times Newspapers Ltd, for £15.00, to the address shown.

Offer applies to new subscribers in the UK only and closes on December 31 1984.

Please send me a 6 month's subscription to The Times Higher Education Supplement and my free copy of The THES Diary. I enclose my cheque for £15 (made payable to Times Newspapers Ltd).

Please send to:

NAME _____

ADDRESS _____

SIGNATURE _____ Date _____

Please send this coupon with your cheque to LESLEY GRIFFITHS, The Times Higher Education Supplement, Priory House, St John's Lane, London, EC1M 4BX.



This illustration, taken from the prospectus for the fine arts course run by Christie's, the auctioneers, is *Portrait of Giovanni di Pierfrancesco De' Medici* by Sandro Botticelli. There are 64 places on the course for 1985/86, with a further 20 part-time places.

The course teaches art history and connoisseurship and provides an understanding of practical techniques and a grounding in questions of attribution, identification and quality. Students also undertake cataloguing projects and discuss art market affairs.

Application forms are available from Mrs Susan Whitaker, Christie's Fine Arts Course, 63 Old Brompton Road, London SW7 3JS.

Chairs

Mr Stephen A. Schuman has been appointed to a chair in computing studies at the University of East Anglia. Mr Schuman's research has been in the areas of software engineering and systems architecture.

The Royal College of Art has appointed Victor Margulies, formerly director of the Crafts Council, as a newly instituted post as director of craft development. In addition, Mr Margulies has been promoted from tutor to head of that department.

Bernard Nevill, designer and consultant, has been appointed visiting professor in the school of textile design. Alastair G. Orr becomes professor of primatology and David Hamilton has been appointed to a personal chair as professor of ceramics and glass.

Open University viewing
Saturday October 20
8.00-11.00 Open Forum. Information programme for DU students.
11.30 To be announced.
11.40 Carling for Older People. Carling for Older People (P60) prog 2.
Sunday October 21
8.00-11.00 Science Foundation course. Preparation Maths "Numbers" (S10) prog 140.

Universities continued

Posts overseas Kenya

Lecturer in Accountancy (3 posts) Mombasa Polytechnic

Duties: Posts 1 & 2: To teach Financial and Cost Accounting, and Auditing, and to assist in relevant curriculum development work up to higher diploma level. Post 3: To teach Business Finance and Financial Accounting and to assist in relevant curriculum development up to higher diploma level.

Qualifications: A degree with postgraduate professional qualifications or acceptable Accounting postgraduate qualifications; four years of relevant postgraduate experience of which two must have been in FE teaching.

Salary: For each of the above posts a basic salary will be paid locally by the Government of Kenya on a scale ranging from KSh 43,080-58,560 plus a normally tax-free supplement paid by the British Government under its aid programme ranging from £8,468-£10,056 subject to scale and marital status.

Contract: Initially for 30 months with the Government of Kenya.

General: Candidates must be UK citizens with a British educational background, in addition to the salaries stated successful candidates may also be eligible for children's education allowances and other benefits.

Reference: 84 K 53 TH

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

GRIFFITH UNIVERSITY BRISBANE, AUSTRALIA

School of Social and Industrial Administration

COMPUTING AND INFORMATION STUDIES CHAIR

A Chair has been established to provide academic leadership in the field of Computing and Information Studies. The University has been developing a new Bachelor of Informatics programme which will be expected to provide direction in the further development of that programme's curriculum, as well as in other related developments including high degree activities. Equally, the successful applicant will have a strong research background, a capacity to generate high quality research activity, and an ability to motivate others.

The successful applicant should have a strong background in computing and information studies, with particular strengths in one or a combination of the following: software development; programming languages; artificial intelligence; computing and society; and the theory of computing. The approach adopted in the development of the Bachelor of Informatics programme is a combination of computer science with studies in the human, organisational and societal contexts in which computer-based information systems operate, and it is important that applicants feel able to contribute in such an environment. The Australian professional salary is at present \$45,026 per annum. The successful applicant will be required to lead the external supervision scheme. The University meets the cost of fares and provides assistance with removal expenses and housing.

The closing date for applications is 14 December 1984. Persons intending to apply should first contact: The Secretary, Selection Committee, Griffith University, Nathan, Qld. 4111, Australia, or from the Secretary, General Association of Commonwealth Universities (GAUCU), 36 Gordon Street, London WC1H 0PF, for further information about the position and the form of application.

GRIFFITH UNIVERSITY IS AN EQUAL OPPORTUNITY EMPLOYER (17034)

University of Aberdeen

NEW BLOOD LECTURESHIP IN ENGINEERING

Applications are invited for a new blood lectureship in Engineering. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on engineering problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

The person should have a research background in mechanical engineering, and a particular interest in the design of mechanical systems. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on engineering problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

The initial salary will be at an appropriate point on the scale of £11,000-£14,125 per annum, (scale under review).

Application forms and further particulars may be obtained from the Secretary, University of Aberdeen, 100 Leith Road, Aberdeen AB9 8QJ. Closing date for applications: 15 November 1984. (14042) 11

Brunel University

Department of Mathematics and Statistics

CHAIR OF MATHEMATICS

Applications are invited for the Chair of Mathematics in the Department of Mathematics and Statistics. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on mathematical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

The person should have a research background in mathematics, and a particular interest in the theory of differential equations. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on mathematical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, Brunel University, 344 Uxbridge Road, Uxbridge, Middlesex UB8 3PH. Closing date for applications: 15 November 1984. (14043) 11



University of Strathclyde Department of Pure and Applied Chemistry

TEMPORARY LECTURESHIP

Applications are invited for a temporary lectureship, tenable for three years, in Physical Chemistry. The successful candidate will be expected to interact with existing research groups in Solid State Chemistry, Polymer Chemistry, Surface Chemistry and Laser Chemistry as well as contributing to the teaching programme. Salary on scale for Lecturers (£7,190-£14,125 pa), USS benefit.

Application forms and further particulars (quote Ref: 58/84) are available from Staff Office, University of Strathclyde, McCance Building, 16 Richmond Street, Glasgow G1 1XQ. Closing date for applications: 28 November 1984.

UNIVERSITY OF EXETER CHAIR OF APPLIED MATHEMATICS

Applications are invited for a Chair of Applied Mathematics in the Department of Mathematics. The post is tenable from 1st October, 1985. Preference will be given to candidates with a proven research record in Applied Mathematics and with a wish to interact with colleagues working in the areas of Fluid Dynamics, Geophysical Fluid Dynamics, Geomagnetism and Numerical Analysis.

Salary on the agreed professional range, current minimum £17,275 p.a. (under review).

Further particulars available from the Academic Registrar and Secretary, University of Exeter EX4 4QJ. Closing date for receipt of applications 22nd November 1984. (17028)

Heriot-Watt University

Department of Electrical and Electronic Engineering

LECTURESHIPS IN INFORMATION TECHNOLOGY

Software Engineering

Microwaves Opto-Electronics

Development in this expanding department have created vacancies in these fields of research and teaching. The department is located in central Edinburgh, just a few minutes walk from the city centre. Courses are provided that lead to first degrees of B.Sc. and M.Sc. in the above subjects. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on technical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, Heriot-Watt University, 100 Leith Road, Aberdeen AB9 8QJ. Closing date for applications: 15 November 1984. (14044) 11

Goldsmiths College University of London

ASSISTANT FINANCE OFFICER ESTABLISHMENTS

Applications are invited for the above post within the Goldsmiths College Establishments. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on financial problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, Goldsmiths College, 36 Gordon Street, London WC1H 0PF. Closing date for applications: 15 November 1984. (14045) 11

University of Glasgow

Department of General Practice

PART-TIME SENIOR LECTURESHIPS

Applications are invited for part-time senior lectureships in the Department of General Practice. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on medical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, University of Glasgow, 100 Leith Road, Aberdeen AB9 8QJ. Closing date for applications: 15 November 1984. (14046) 11

Brunel University

Department of Mathematics and Statistics

CHAIR OF MATHEMATICS

Applications are invited for the Chair of Mathematics in the Department of Mathematics and Statistics. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on mathematical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

University of Edinburgh

SOCIAL SCIENTIST/STATISTICIAN TO STUDY HIGHER EDUCATION DEMAND

The Scottish Education Department has commissioned a study of the demand for higher education in Scotland. The study will be carried out by a Social Scientist/Statistician. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on educational problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, University of Edinburgh, 100 Leith Road, Aberdeen AB9 8QJ. Closing date for applications: 15 November 1984. (14047) 11

University of Exeter

Department of Mathematics

CHAIR OF APPLIED MATHEMATICS

Applications are invited for a Chair of Applied Mathematics in the Department of Mathematics. The post is tenable from 1st October, 1985. Preference will be given to candidates with a proven research record in Applied Mathematics and with a wish to interact with colleagues working in the areas of Fluid Dynamics, Geophysical Fluid Dynamics, Geomagnetism and Numerical Analysis.

Salary on the agreed professional range, current minimum £17,275 p.a. (under review).

Further particulars available from the Academic Registrar and Secretary, University of Exeter EX4 4QJ. Closing date for receipt of applications 22nd November 1984. (17028)

Heriot-Watt University

Department of Electrical and Electronic Engineering

LECTURESHIPS IN INFORMATION TECHNOLOGY

Software Engineering

Microwaves Opto-Electronics

Development in this expanding department have created vacancies in these fields of research and teaching. The department is located in central Edinburgh, just a few minutes walk from the city centre. Courses are provided that lead to first degrees of B.Sc. and M.Sc. in the above subjects. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on technical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, Heriot-Watt University, 100 Leith Road, Aberdeen AB9 8QJ. Closing date for applications: 15 November 1984. (14044) 11

Goldsmiths College University of London

ASSISTANT FINANCE OFFICER ESTABLISHMENTS

Applications are invited for the above post within the Goldsmiths College Establishments. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on financial problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, Goldsmiths College, 36 Gordon Street, London WC1H 0PF. Closing date for applications: 15 November 1984. (14045) 11

University of Glasgow

Department of General Practice

PART-TIME SENIOR LECTURESHIPS

Applications are invited for part-time senior lectureships in the Department of General Practice. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on medical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, University of Glasgow, 100 Leith Road, Aberdeen AB9 8QJ. Closing date for applications: 15 November 1984. (14046) 11

Brunel University

Department of Mathematics and Statistics

CHAIR OF MATHEMATICS

Applications are invited for the Chair of Mathematics in the Department of Mathematics and Statistics. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on mathematical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

The Queen's University Belfast

LECTURESHIP IN ETHNOMUSICOLOGY

Applications are invited for a lectureship in Ethnomusicology. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on musical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, The Queen's University Belfast, 100 Leith Road, Aberdeen AB9 8QJ. Closing date for applications: 15 November 1984. (14048) 11

University of Exeter

Department of Mathematics

CHAIR OF APPLIED MATHEMATICS

Applications are invited for a Chair of Applied Mathematics in the Department of Mathematics. The post is tenable from 1st October, 1985. Preference will be given to candidates with a proven research record in Applied Mathematics and with a wish to interact with colleagues working in the areas of Fluid Dynamics, Geophysical Fluid Dynamics, Geomagnetism and Numerical Analysis.

Salary on the agreed professional range, current minimum £17,275 p.a. (under review).

Further particulars available from the Academic Registrar and Secretary, University of Exeter EX4 4QJ. Closing date for receipt of applications 22nd November 1984. (17028)

Heriot-Watt University

Department of Electrical and Electronic Engineering

LECTURESHIPS IN INFORMATION TECHNOLOGY

Software Engineering

Microwaves Opto-Electronics

Development in this expanding department have created vacancies in these fields of research and teaching. The department is located in central Edinburgh, just a few minutes walk from the city centre. Courses are provided that lead to first degrees of B.Sc. and M.Sc. in the above subjects. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on technical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, Heriot-Watt University, 100 Leith Road, Aberdeen AB9 8QJ. Closing date for applications: 15 November 1984. (14044) 11

Goldsmiths College University of London

ASSISTANT FINANCE OFFICER ESTABLISHMENTS

Applications are invited for the above post within the Goldsmiths College Establishments. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on financial problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, Goldsmiths College, 36 Gordon Street, London WC1H 0PF. Closing date for applications: 15 November 1984. (14045) 11

University of Glasgow

Department of General Practice

PART-TIME SENIOR LECTURESHIPS

Applications are invited for part-time senior lectureships in the Department of General Practice. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on medical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, University of Glasgow, 100 Leith Road, Aberdeen AB9 8QJ. Closing date for applications: 15 November 1984. (14046) 11

Brunel University

Department of Mathematics and Statistics

CHAIR OF MATHEMATICS

Applications are invited for the Chair of Mathematics in the Department of Mathematics and Statistics. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on mathematical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, Brunel University, 344 Uxbridge Road, Uxbridge, Middlesex UB8 3PH. Closing date for applications: 15 November 1984. (14043) 11

Universities continued

University of Hong Kong

SENIOR LECTURESHIP/LECTURESHIP IN LAW

Applications are invited for a senior lectureship/lectureship in Law. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on legal problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, University of Hong Kong, 100 Leith Road, Aberdeen AB9 8QJ. Closing date for applications: 15 November 1984. (14049) 11

University of Aberdeen

Department of Engineering

LECTURESHIP IN COMMUNICATION SYSTEMS

Applications are invited for a lectureship in Communication Systems. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on communication problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, University of Aberdeen, 100 Leith Road, Aberdeen AB9 8QJ. Closing date for applications: 15 November 1984. (14050) 11

University of Durham

CHAIR OF ASTRONOMY

Applications are invited for a Chair of Astronomy. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on astronomical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, University of Durham, 100 Leith Road, Aberdeen AB9 8QJ. Closing date for applications: 15 November 1984. (14051) 11

University of Exeter

Department of Mathematics

CHAIR OF APPLIED MATHEMATICS

Applications are invited for a Chair of Applied Mathematics in the Department of Mathematics. The post is tenable from 1st October, 1985. Preference will be given to candidates with a proven research record in Applied Mathematics and with a wish to interact with colleagues working in the areas of Fluid Dynamics, Geophysical Fluid Dynamics, Geomagnetism and Numerical Analysis.

Salary on the agreed professional range, current minimum £17,275 p.a. (under review).

Further particulars available from the Academic Registrar and Secretary, University of Exeter EX4 4QJ. Closing date for receipt of applications 22nd November 1984. (17028)

Heriot-Watt University

Department of Electrical and Electronic Engineering

LECTURESHIPS IN INFORMATION TECHNOLOGY

Software Engineering

Microwaves Opto-Electronics

Development in this expanding department have created vacancies in these fields of research and teaching. The department is located in central Edinburgh, just a few minutes walk from the city centre. Courses are provided that lead to first degrees of B.Sc. and M.Sc. in the above subjects. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on technical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, Heriot-Watt University, 100 Leith Road, Aberdeen AB9 8QJ. Closing date for applications: 15 November 1984. (14044) 11

Goldsmiths College University of London

ASSISTANT FINANCE OFFICER ESTABLISHMENTS

Applications are invited for the above post within the Goldsmiths College Establishments. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on financial problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, Goldsmiths College, 36 Gordon Street, London WC1H 0PF. Closing date for applications: 15 November 1984. (14045) 11

University of Glasgow

Department of General Practice

PART-TIME SENIOR LECTURESHIPS

Applications are invited for part-time senior lectureships in the Department of General Practice. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on medical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Polytechnics

Senior Lecturer 'A' Degree Course Leader in PHYSIOTHERAPY

£12,777-£16,104 (PL equivalent)

The Senior Lecturer will lead the course team in the operation and continuing development of the BSc degree course in Physiotherapy.

Further particulars and application forms may be obtained from the Secretary and Treasurer at the address below. Closing date for applications 23 November 1984.

THE QUEEN'S COLLEGE GLASGOW

1 Park Drive, Glasgow, G1 6LP

A Scottish Central Institution.

URGENT

ROBERT GORDON'S INSTITUTE OF TECHNOLOGY

SCHOOL OF CHEMISTRY

BIO-INORGANIC CHEMIST

Required to teach at sub-degree, degree and honours degree levels.

Applicants holding a higher degree should preferably have on-going research work in the area of bio-inorganic chemistry and an active interest in computing and general physico-chemical techniques. Involvement in industrial consultancy work is encouraged.

Salary in range £9888-£13716.

Assistance with removal expenses.

Further details from Secretary, Robert Gordon's Institute of Technology, Schoolhill, ABERDEEN, AB9 1FR (17040)

GLASGOW COLLEGE OF TECHNOLOGY

Department of Mathematics

POSTDOCTORAL RESEARCH ASSISTANT (SERC)

Project: Theoretical and experimental investigation of pattern formation in reaction-diffusion systems.

Applications are invited from mathematicians with a PhD in reaction-diffusion systems, and a particular interest in pattern formation. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on mathematical problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, Glasgow College of Technology, Glasgow, G1 6LP. Closing date for applications: 15 November 1984. (14052) 11

University of East Anglia

RESEARCH FELLOW IN BRITISH CINEMA

Applications are invited for a 2-year Research Fellowship in British Cinema from January 1985. The successful candidate will be expected to deliver a series of lectures on a subject of his/her own choice, and to be available for consultation with students on cinematic problems. The salary will be £11,000 per annum, plus £1,000 for travel expenses.

Application forms and further particulars may be obtained from the Secretary, University of East Anglia, 100 Leith Road, Aberdeen AB9 8QJ. Closing date for applications: 15 November 1984. (14053) 11

University of Exeter

Department of Mathematics

CHAIR OF APPLIED MATHEMATICS

Applications are invited for a Chair of Applied Mathematics in the Department of Mathematics. The post is tenable from 1st October, 1985. Preference will be given to candidates with a proven research record in Applied Mathematics and with a wish to interact with colleagues working in the areas of Fluid Dynamics, Geophysical Fluid Dynamics, Geomagnetism and Numerical Analysis.

Salary on the agreed professional range, current minimum £17,275 p.a. (under review).

Further particulars available from the Academic Registrar and Secretary, University of Exeter EX4 4QJ. Closing date for receipt of applications 22nd November 1984. (17028)

Heriot-Watt University

Department of Electrical and Electronic Engineering

LECTURESHIPS IN INFORMATION TECHNOLOGY

Software Engineering

Microwaves Opto-Electronics

Development in this expanding department have created vacancies in these fields of research and teaching. The department is located in central Edinburgh, just a few minutes walk

Polytechnics continued

Sheffield City Polytechnic
Department of Hotel and Catering Studies and Home Economics
RESEARCH ASSISTANT
Applications are invited for the above post to study economic aspects of the food industry. The successful applicant will be expected to contribute towards ongoing research on market concentration in the processing and retail sectors. Knowledge and skill in data collection and analysis is essential. Some knowledge and experience of the food industry is preferable.
The post is for a fixed period of one year with a possibility of renewal for a further period.
Salary: £5,181 - £5,883.
Applications forms can be obtained from the Personnel Officer (Dep. HES), Sheffield City Polytechnic, 100, The Quadrant, Sheffield S1 1BT. Tel: 0114 276111. Ext. 2387. Closing date 20 November 1984.

Manchester Polytechnic
Faculty of Management and Business
Department of Management
LECTURER II/ SENIOR LECTURER IN MANPOWER TRAINING AND DEVELOPMENT
Applications are invited for the above post in the Department of Management. The person appointed will have demonstrated higher competence in several areas of training and development in an organisation and be known to have a sound knowledge and experience in the field of development in the field of training and development.
Salary: Lecturer II £7,500 - £8,100. Senior Lecturer £11,175 - £13,158 (inc. 12.5%).
For further details and an application form, please contact the Personnel Officer (Dep. HES), Manchester Polytechnic, 200, Oxford Road, Manchester M6 9PU. Tel: 061 275 3977. Closing date 20 November 1984.

Colleges and Institutes of Technology

Lothian Regional Council
NAPIER COLLEGE OF COMMERCE AND TECHNOLOGY
SENIOR LECTURER IN MATHEMATICS
Salary on Scale: £12,777-£14,184 (bar) £16,104
Required in the Department of Mathematics. Applicants should be suitably qualified persons who have research interests in areas of mathematics or statistics which have applications in engineering or science.
The successful candidate will be expected to have an honours degree and is likely to have a higher degree in a relevant mathematics based discipline. Experience in teaching at honours degree level, involvement in supervising students registered for research degrees and/or recent consultancy or industrial experience would be advantageous.
LECTURER A IN PHYSICAL/Organic CHEMISTRY
Salary on Scale: £8,688-£12,777 (bar) £13,716
A Physical Organic Chemist is required to lecture in Chemistry on a range of courses. Candidates should have a proven record of research and would be expected to show the ability and motivation to develop this in line with the needs of the Department of Applied Chemical Sciences and College and in support of research related to the Honours B.Sc. in Applied Chemistry which has a specialism in Polymer Science and Technology.
A good honours degree, or equivalent qualification, in Chemistry or Polymer Science is essential. A higher degree, and industrial experience, would be advantageous.
Applications forms and further particulars from: Administrative Officer (Personnel), Napier College of Commerce and Technology, Colinton Road, Edinburgh EH10 5DT. Tel: 031 447 7270. (17051)

Lincoln College of Technology

Lincolnshire
SENIOR LECTURER/ LECTURER GRADE II IN EDUCATION
Applications are invited for the above post to study economic aspects of the food industry. The successful applicant will be expected to contribute towards ongoing research on market concentration in the processing and retail sectors. Knowledge and skill in data collection and analysis is essential. Some knowledge and experience of the food industry is preferable.
The person appointed will be expected to make a major contribution to the development of the Department of Education in the College. The successful candidate will be expected to have an honours degree and is likely to have a higher degree in a relevant education based discipline. Experience in teaching at honours degree level, involvement in supervising students registered for research degrees and/or recent consultancy or industrial experience would be advantageous.
The College is involved with a range of service programmes including the Certificate in Education (CNEA) and the Diploma in Education. The successful candidate will be expected to have an honours degree and is likely to have a higher degree in a relevant education based discipline. Experience in teaching at honours degree level, involvement in supervising students registered for research degrees and/or recent consultancy or industrial experience would be advantageous.
Salary: The appointment will be made on either the Senior Lecturer or Grade II scale depending on the experience and qualifications of the successful candidate.
Senior Lecturer: £11,175 - £13,158 (inc. 12.5%). Grade II: £7,500 - £8,100 (inc. 12.5%).
Applications forms and further particulars from: Administrative Officer (Personnel), Lincoln College of Technology, Colinton Road, Edinburgh EH10 5DT. Tel: 031 447 7270. (17051)

Librarians

The University of Sheffield
Department of Information Studies
SENIOR LECTURER IN LIBRARIANSHIP
Applications for the above post are invited from qualified and experienced librarians with a minimum of five years' experience in a university or research library. The successful candidate will be expected to have an honours degree and is likely to have a higher degree in a relevant library based discipline. Experience in teaching at honours degree level, involvement in supervising students registered for research degrees and/or recent consultancy or industrial experience would be advantageous.
The College is involved with a range of service programmes including the Certificate in Education (CNEA) and the Diploma in Education. The successful candidate will be expected to have an honours degree and is likely to have a higher degree in a relevant education based discipline. Experience in teaching at honours degree level, involvement in supervising students registered for research degrees and/or recent consultancy or industrial experience would be advantageous.
Salary: The appointment will be made on either the Senior Lecturer or Grade II scale depending on the experience and qualifications of the successful candidate.
Senior Lecturer: £11,175 - £13,158 (inc. 12.5%). Grade II: £7,500 - £8,100 (inc. 12.5%).
Applications forms and further particulars from: Administrative Officer (Personnel), Lincoln College of Technology, Colinton Road, Edinburgh EH10 5DT. Tel: 031 447 7270. (17051)

Colleges of Further Education

Cambridge College of Further Education
Cambridgehire
PRINCIPAL (GROUP 4)
Applications are invited for the above post to study economic aspects of the food industry. The successful applicant will be expected to contribute towards ongoing research on market concentration in the processing and retail sectors. Knowledge and skill in data collection and analysis is essential. Some knowledge and experience of the food industry is preferable.
The person appointed will be expected to make a major contribution to the development of the Department of Education in the College. The successful candidate will be expected to have an honours degree and is likely to have a higher degree in a relevant education based discipline. Experience in teaching at honours degree level, involvement in supervising students registered for research degrees and/or recent consultancy or industrial experience would be advantageous.
The College is involved with a range of service programmes including the Certificate in Education (CNEA) and the Diploma in Education. The successful candidate will be expected to have an honours degree and is likely to have a higher degree in a relevant education based discipline. Experience in teaching at honours degree level, involvement in supervising students registered for research degrees and/or recent consultancy or industrial experience would be advantageous.
Salary: The appointment will be made on either the Senior Lecturer or Grade II scale depending on the experience and qualifications of the successful candidate.
Senior Lecturer: £11,175 - £13,158 (inc. 12.5%). Grade II: £7,500 - £8,100 (inc. 12.5%).
Applications forms and further particulars from: Administrative Officer (Personnel), Lincoln College of Technology, Colinton Road, Edinburgh EH10 5DT. Tel: 031 447 7270. (17051)

Personal

LOANS TO SALARIED WOMEN
from 2.5% to 10% interest
Salaries £1,000 - £1,500
01-734 7111 (1135) 121

City of Manchester

EDUCATION DEPARTMENT

DIRECTOR OF THE MANCHESTER OPEN COLLEGE FEDERATION

£16,938

A Director is required for the Manchester Open College Federation, a federation of colleges, institutes of higher education and community education institutions in and near Greater Manchester. It currently accredits some 300 courses at four levels of study, from basic education to preparation for higher education and awards credits to students.
The headquarters are located at Manchester Polytechnic.
Candidates are sought who combine an enthusiasm for continuing education, innovative ideas on the general curriculum area of open learning and accreditation, and experience in open technology and open learning.
Application forms and further particulars are available from the Chief Education Officer, (C/Staffing), Continuing Education Branch, Crown Square, Manchester, M60 3BB. Tel: 061-226-8171 Ext. 7597/7397.
Closing date, 2 November 1984.
An Equal Opportunity Employer

ilea Inner London Education Authority

PRINCIPAL SOUTH LONDON COLLEGE

Applications are invited for the post of Principal of South London College. The College is organised in five departments: Telecommunication and Electronics, Business and Secretarial Studies, Humanities and General Studies, Natural Sciences and Physical Sciences.
The main premises are at Knights Hill, West Norwood, SE27 with one branch at Tooley Street, SE1 and another at Woodmansterne Road, SW16 which is a centre for physically handicapped students.
Applicants should be well qualified academically and possess a sound knowledge of further education, together with administrative experience at a senior level.
Under the provisions of the Burnham (Further Education) Report, the College is in Group 6 and the salary for the post of Principal is £22,344 per annum plus 2087 London Allowance.
Information and application forms (to be returned by 9 November 1984) may be obtained from the Education Officer (EC/FHEA), Inner London Education Authority, Room 257A, The County Hall, London, SE1 7PB.
ilea is an equal opportunities employer. (17042)

Cornwall College of Further and Higher Education

LECTURER II IN CONSTRUCTION TECHNOLOGY
Applications are invited for the above post in the Faculty of Technology.
The successful applicant will be expected to teach general building subjects, including Structural and Building Technology, to the Higher Technician level. Some knowledge of the construction industry is essential. The successful candidate will be expected to have an honours degree and is likely to have a higher degree in a relevant construction based discipline. Experience in teaching at honours degree level, involvement in supervising students registered for research degrees and/or recent consultancy or industrial experience would be advantageous.
Candidates must have a general building qualification, M.C.T.O.B. or equivalent.
Salary: £11,175 - £13,158 (inc. 12.5%).
Further details and application forms can be obtained from the Personnel Officer, Cornwall College of Further and Higher Education, Redruth, Cornwall TR8 5RD. (Tel: 01924 444444). (17043)

Bournemouth & Poole College of Further Education

SENIOR LECTURER IN COMMUNICATIONS & SOCIAL STUDIES
(at 2015)
With particular emphasis on the development and communication of the business, hotel and catering industries.
SENIOR LECTURER IN EDUCATION, METHOD & PRACTICE
(at 2015)
To play a college-wide role in service innovation, to implement and evaluate new teaching and learning systems.
Candidates must be graduate with appropriate experience and teaching qualifications in the respective fields.
Salary Scale: £11,175 - £13,158 (inc. 12.5%).
Further details and application forms can be obtained from the Personnel Officer, Bournemouth & Poole College of Further Education, Bournemouth, Dorset BH1 1AB. (Tel: 01202 444444). (17044)

Colleges and Institutes of Higher Education

Lecturer

Economics and Economics Analysis

The Royal Army Pay Corps Training Centre at Worthy Down, near Winchester, provides advanced financial and management training for military and civilian personnel.
The successful candidate will teach the subject across a wide range of professional and specialist management courses leading to ICMA and ICSA qualifications and ad hoc courses as required. The appointee will also be required to develop courses in Pensions and Insurance Administration and in Public Administration, preparing students for the new syllabuses being introduced by ICMA and ICSA in 1986.
Candidates must be ACMA, ACIS or IPFA and preferably have a degree in Economics. Wide experience of teaching to the required standard for ICMA and ICSA examinations advantageous.
SALARY: £8830-£14,155 (Burnham scale, including a pensionable allowance for the longer working year). Starting salary within the range according to qualifications and experience.
For further details and an application form (to be returned by 12 November 1984) write to Civil Service Commission, Alcon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours). Please quote ref: G/6373.
The Civil Service is an equal opportunity employer
Ministry of Defence

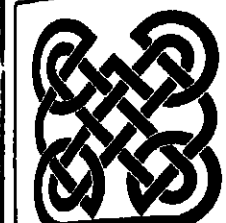
WESTHILL COLLEGE
Selly Oak, Birmingham B29 6LL
Principal: Alan G. Bamford, J.P., M.Ed., M.A., F.R.S.A.
LECTURER II/SENIOR LECTURER IN EDUCATION (Special Education)
Applications are invited for appointment as Lecturer II/Senior Lecturer in Special Education. The person appointed will have recent successful teaching experience with children who have Special Educational Needs and are of primary age. This experience may be in either Special School, Mainstream or the Peripatetic service. A wide background of experience would be an advantage.
The initial lecturing contribution will be within the present B.Ed. (Mental Handicap) and Diploma in Special Education (Mental Handicap). A new initial training course leading to a B.Ed. is presently being validated and it will encompass a wide range of Special Educational Needs. Contributions will also be sought on in-service work. The main area of curricula interest will be the basic skills of numeracy, literacy and language, but an ability to address a wider range of topics will be required.
Further qualifications within Special Education and an interest in research will also be sought.
It is hoped to make an appointment with effect from 1st January, 1985, or as soon as possible thereafter.
Applications should be made as soon as possible to the Principal from whom further information about the post and the form of application may be obtained.
Salary will be on the Lecturer II or Senior Lecturer scale on the Burnham FE Report according to experience and qualifications. Closing date for applications: 9th November 1984. Provisional date for interviews: 6th December 1984. (17039)

RICHMOND COLLEGE The American International College of London

Position: Deputy to the President

Richmond College is an expanding, independent, accredited, non-profit, international liberal arts university college with a current student population of over 800 in which 70 nations are represented.
The Deputy to the President works closely with the President in the development of resources to support the College's mission. The Deputy's responsibilities include principally program development in both academic and non-academic areas and fund-raising. The President also assigns the Deputy responsibility for oversight of some of the operations of the College.
The Deputy reports directly to the President and is a member of the President's Management Team.
Qualifications: Applicants must have broad administrative experience in a US college or university. Strong preference is given to applicants with a doctoral degree whose administrative experience includes program development. Applicants whose administrative experience is principally limited to fund-raising should not apply. Previous experience must also indicate the applicant is supportive of the College's mission to provide high quality education in a multi-cultural and multi-national environment.
Position available immediately.
Salary is competitive for the position.
Letter of application, curriculum vitae, names and address of three references and statement of salary expectation should be sent to the Deputy to the President, Richmond College, 100, Queens Road, Richmond, Surrey TW9 1JF, England. (17022)

Colleges and Institutes of Higher Education continued



West Glamorgan Institute of Higher Education, Swansea

Faculty of Art and Design

Lecturer I

Architectural Stained Glass

Applications are invited from suitably qualified glass designers to teach on the HND Architectural Stained Glass and the Diploma in General Art and Design. The successful candidate should possess professional experience in stained glass decoration (sandblasting, engraving and acid etching). Experience of restoration and conservation work would be an advantage.

Faculty of Construction

Lecturer II

Building Studies (One Year Fixed Term Appointment)

Applicants are invited from suitably qualified graduates specialising in Land Use and Construction including Urban Planning, Building and Architecture to lecture on advanced professional courses and degree programmes. Candidates should have relevant industrial experience.

Faculty of Business Administration

Lecturer II

Nursing Studies

Applications are invited from professionally qualified candidates to be responsible for the Diploma in Nursing courses. The successful candidate will be responsible for the Theory, Practice and Evaluation of Nursing. Applicants should be Nurse Tutors with experience of course development and management and the possession of a degree would be an advantage.

Faculty of Technology

Senior Lecturer

Manufacturing Engineering (One Year Fixed Term Appointment)

Applications are invited from well qualified graduates in Design and Manufacturing Engineering with an interest in CAM, Flexible Manufacturing Systems, Robotics and Automation. The possession of a higher degree and relevant industrial experience would be an advantage.

Application forms are available from the Principal, West Glamorgan Institute of Higher Education, Townhill Road, Swansea, SA2 0UT.
Salary: Lecturer I £5,910-£10,512
Lecturer II £7,548-£12,088
Senior Lecturer £11,175-£14,081
Closing date for applications is 31 October, 1984. (17038)

CYBOWYLLGOR ADDYSG BIRDEDD GOGLEDD CYMRU Y COLLEG NORMAL, BANGOR.

BRIFATHRO
Cybwyllgor Addysg ym 1984-1985, 1985, 1986, 1987 ym 1988 ym 1989 ym 1990 ym 1991 ym 1992 ym 1993 ym 1994 ym 1995 ym 1996 ym 1997 ym 1998 ym 1999 ym 2000 ym 2001 ym 2002 ym 2003 ym 2004 ym 2005 ym 2006 ym 2007 ym 2008 ym 2009 ym 2010 ym 2011 ym 2012 ym 2013 ym 2014 ym 2015 ym 2016 ym 2017 ym 2018 ym 2019 ym 2020 ym 2021 ym 2022 ym 2023 ym 2024 ym 2025 ym 2026 ym 2027 ym 2028 ym 2029 ym 2030 ym 2031 ym 2032 ym 2033 ym 2034 ym 2035 ym 2036 ym 2037 ym 2038 ym 2039 ym 2040 ym 2041 ym 2042 ym 2043 ym 2044 ym 2045 ym 2046 ym 2047 ym 2048 ym 2049 ym 2050 ym 2051 ym 2052 ym 2053 ym 2054 ym 2055 ym 2056 ym 2057 ym 2058 ym 2059 ym 2060 ym 2061 ym 2062 ym 2063 ym 2064 ym 2065 ym 2066 ym 2067 ym 2068 ym 2069 ym 2070 ym 2071 ym 2072 ym 2073 ym 2074 ym 2075 ym 2076 ym 2077 ym 2078 ym 2079 ym 2080 ym 2081 ym 2082 ym 2083 ym 2084 ym 2085 ym 2086 ym 2087 ym 2088 ym 2089 ym 2090 ym 2091 ym 2092 ym 2093 ym 2094 ym 2095 ym 2096 ym 2097 ym 2098 ym 2099 ym 2100 ym 2101 ym 2102 ym 2103 ym 2104 ym 2105 ym 2106 ym 2107 ym 2108 ym 2109 ym 2110 ym 2111 ym 2112 ym 2113 ym 2114 ym 2115 ym 2116 ym 2117 ym 2118 ym 2119 ym 2120 ym 2121 ym 2122 ym 2123 ym 2124 ym 2125 ym 2126 ym 2127 ym 2128 ym 2129 ym 2130 ym 2131 ym 2132 ym 2133 ym 2134 ym 2135 ym 2136 ym 2137 ym 2138 ym 2139 ym 2140 ym 2141 ym 2142 ym 2143 ym 2144 ym 2145 ym 2146 ym 2147 ym 2148 ym 2149 ym 2150 ym 2151 ym 2152 ym 2153 ym 2154 ym 2155 ym 2156 ym 2157 ym 2158 ym 2159 ym 2160 ym 2161 ym 2162 ym 2163 ym 2164 ym 2165 ym 2166 ym 2167 ym 2168 ym 2169 ym 2170 ym 2171 ym 2172 ym 2173 ym 2174 ym 2175 ym 2176 ym 2177 ym 2178 ym 2179 ym 2180 ym 2181 ym 2182 ym 2183 ym 2184 ym 2185 ym 2186 ym 2187 ym 2188 ym 2189 ym 2190 ym 2191 ym 2192 ym 2193 ym 2194 ym 2195 ym 2196 ym 2197 ym 2198 ym 2199 ym 2200 ym 2201 ym 2202 ym 2203 ym 2204 ym 2205 ym 2206 ym 2207 ym 2208 ym 2209 ym 2210 ym 2211 ym 2212 ym 2213 ym 2214 ym 2215 ym 2216 ym 2217 ym 2218 ym 2219 ym 2220 ym 2221 ym 2222 ym 2223 ym 2224 ym 2225 ym 2226 ym 2227 ym 2228 ym 2229 ym 2230 ym 2231 ym 2232 ym 2233 ym 2234 ym 2235 ym 2236 ym 2237 ym 2238 ym 2239 ym 2240 ym 2241 ym 2242 ym 2243 ym 2244 ym 2245 ym 2246 ym 2247 ym 2248 ym 2249 ym 2250 ym 2251 ym 2252 ym 2253 ym 2254 ym 2255 ym 2256 ym 2257 ym 2258 ym 2259 ym 2260 ym 2261 ym 2262 ym 2263 ym 2264 ym 2265 ym 2266 ym 2267 ym 2268 ym 2269 ym 2270 ym 2271 ym 2272 ym 2273 ym 2274 ym 2275 ym 2276 ym 2277 ym 2278 ym 2279 ym 2280 ym 2281 ym 2282 ym 2283 ym 2284 ym 2285 ym 2286 ym 2287 ym 2288 ym 2289 ym 2290 ym 2291 ym 2292 ym 2293 ym 2294 ym 2295 ym 2296 ym 2297 ym 2298 ym 2299 ym 2300 ym 2301 ym 2302 ym 2303 ym 2304 ym 2305 ym 2306 ym 2307 ym 2308 ym 2309 ym 2310 ym 2311 ym 2312 ym 2313 ym 2314 ym 2315 ym 2316 ym 2317 ym 2318 ym 2319 ym 2320 ym 2321 ym 2322 ym 2323 ym 2324 ym 2325 ym 2326 ym 2327 ym 2328 ym 2329 ym 2330 ym 2331 ym 2332 ym 2333 ym 2334 ym 2335 ym 2336 ym 2337 ym 2338 ym 2339 ym 2340 ym 2341 ym 2342 ym 2343 ym 2344 ym 2345 ym 2346 ym 2347 ym 2348 ym 2349 ym 2350 ym 2351 ym 2352 ym 2353 ym 2354 ym 2355 ym 2356 ym 2357 ym 2358 ym 2359 ym 2360 ym 2361 ym 2362 ym 2363 ym 2364 ym 2365 ym 2366 ym 2367 ym 2368 ym 2369 ym 2370 ym 2371 ym 2372 ym 2373 ym 2374 ym 2375 ym 2376 ym 2377 ym 2378 ym 2379 ym 2380 ym 2381 ym 2382 ym 2383 ym 2384 ym 2385 ym 2386 ym 2387 ym 2388 ym 2389 ym 2390 ym 2391 ym 2392 ym 2393 ym 2394 ym 2395 ym 2396 ym 2397 ym 2398 ym 2399 ym 2400 ym 2401 ym 2402 ym 2403 ym 2404 ym 2405 ym 2406 ym 2407 ym 2408 ym 2409 ym 2410 ym 2411 ym 2412 ym 2413 ym 2414 ym 2415 ym 2416 ym 2417 ym 2418 ym 2419 ym 2420 ym 2421 ym 2422 ym 2423 ym 2424 ym 2425 ym 2426 ym 2427 ym 2428 ym 2429 ym 2430 ym 2431 ym 2432 ym 2433 ym 2434 ym 2435 ym 2436 ym 2437 ym 2438 ym 2439 ym 2440 ym 2441 ym 2442 ym 2443 ym 2444 ym 2445 ym 2446 ym 2447 ym 2448 ym 2449 ym 2450 ym 2451 ym 2452 ym 2453 ym 2454 ym 2455 ym 2456 ym 2457 ym 2458 ym 2459 ym 2460 ym 2461 ym 2462 ym 2463 ym 2464 ym 2465 ym 2466 ym 2467 ym 2468 ym 2469 ym 2470 ym 2471 ym 2472 ym 2473 ym 2474 ym 2475 ym 2476 ym 2477 ym 2478 ym 2479 ym 2480 ym 2481 ym 2482 ym 2483 ym 2484 ym 2485 ym 2486 ym 2487 ym 2488 ym 2489 ym 2490 ym 2491 ym 2492 ym 2493 ym 2494 ym 2495 ym 2496 ym 2497 ym 2498 ym 2499 ym 2500 ym 2501 ym 2502 ym 2503 ym 2504 ym 2505 ym 2506 ym 2507 ym 2508 ym 2509 ym 2510 ym 2511 ym 2512 ym 2513 ym 2514 ym 2515 ym 2516 ym 2517 ym 2518 ym 2519 ym 2520 ym 2521 ym 2522 ym 2523 ym 2524 ym 2525 ym 2526 ym 2527 ym 2528 ym 2529 ym 2530 ym 2531 ym 2532 ym 2533 ym 2534 ym 2535 ym 2536 ym 2537 ym 2538 ym 2539 ym 2540 ym 2541 ym 2542 ym 2543 ym 2544 ym 2545 ym 2546 ym 2547 ym 2548 ym 2549 ym 2550 ym 2551 ym 2552 ym 2553 ym 2554 ym 2555 ym 2556 ym 2557 ym 2558 ym 2559 ym 2560 ym 2561 ym 2562 ym 2563 ym 2564 ym 2565 ym 2566 ym 2567 ym 2568 ym 2569 ym 2570 ym 2571 ym 2572 ym 2573 ym 2574 ym 2575 ym 2576 ym 2577 ym 2578 ym 2579 ym 2580 ym 2581 ym 2582 ym 2583 ym 2584 ym 2585 ym 2586 ym 2587 ym 2588 ym 2589 ym 2590 ym 2591 ym 2592 ym 2593 ym 2594 ym 2595 ym 2596 ym 2597 ym 2598 ym 2599 ym 2600 ym 2601 ym 2602 ym 2603 ym 2604 ym 2605 ym 2606 ym 2607 ym 2608 ym 2609 ym 2610 ym 2611 ym 2612 ym 2613 ym 2614 ym 2615 ym 2616 ym 2617 ym 2618 ym 2619 ym 2620 ym 2621 ym 2622 ym 2623 ym 2624 ym 2625 ym 2626 ym 2627 ym 2628 ym 2629 ym 2630 ym 2631 ym 2632 ym 2633 ym 2634 ym 2635 ym 2636 ym 2637 ym 2638 ym 2639 ym 2640 ym 2641 ym 2642 ym 2643 ym 2644 ym 2645 ym 2646 ym 2647 ym 2648 ym 2649 ym 2650 ym 2651 ym 2652 ym 2653 ym 2654 ym 2655 ym 2656 ym 2657 ym 2658 ym 2659 ym 2660 ym 2661 ym 2662 ym 2663 ym 2664 ym 2665 ym 2666 ym 2667 ym 2668 ym 2669 ym 2670 ym 2671 ym 2672 ym 2673 ym 2674 ym 2675 ym 2676 ym 2677 ym 2678 ym 2679 ym 2680 ym 2681 ym 2682 ym 2683 ym 2684 ym 2685 ym 2686 ym 2687 ym 2688 ym 2689 ym 2690 ym 2691 ym 2692 ym 2693 ym 2694 ym 2695 ym 2696 ym 2697 ym 2698 ym 2699 ym 2700 ym 2701 ym 2702 ym 2703 ym 2704 ym 2705 ym 2706 ym 2707 ym 2708 ym 2709 ym 2710 ym 2711 ym 2712 ym 2713 ym 2714 ym 2715 ym 2716 ym 2717 ym 2718 ym 2719 ym 2720 ym 2721 ym 2722 ym 2723 ym 2724 ym 2725 ym 2726 ym 2727 ym 2728 ym 2729 ym 2730 ym 2731 ym 2732 ym 2733 ym 2734 ym 2735 ym 2736 ym 2737 ym 2738 ym 2739 ym 2740 ym 2741 ym 2742 ym 2743 ym 2744 ym 2745 ym 2746 ym 2747 ym 2748 ym 2749 ym 2750 ym 2751 ym 2752 ym 2753 ym 2754 ym 2755 ym 2756 ym 2757 ym 2758 ym 2759 ym 2760 ym 2761 ym 2762 ym 2763 ym 2764 ym 2765 ym 2766 ym 2767 ym 2768 ym 2769 ym 2770 ym 2771 ym 2772 ym 2773 ym 2774 ym 2775 ym 2776 ym 2777 ym 2778 ym 2779 ym 2780 ym 2781 ym 2782 ym 2783 ym 2784 ym 2785 ym 2786 ym 2787 ym 2788 ym 2789 ym 2790 ym 2791 ym 2792 ym 2793 ym 2794 ym 2795 ym 2796 ym 2797 ym 2798 ym 2799 ym 2800 ym 2801 ym 2802 ym 2803 ym 2804 ym 2805 ym 2806 ym 2807 ym 2808 ym 2809 ym 2810 ym 2811 ym 2812 ym 2813 ym 2814 ym 2815 ym 2816 ym 2817 ym 2818 ym 2819 ym 2820 ym 2821 ym 2822 ym 2823 ym 2824 ym 2825 ym 2826 ym 2827 ym 2828 ym 2829 ym 2830 ym 2831 ym 2832 ym 2833 ym 2834 y

General Vacancies

THE ORT TRUST

Senior Lecturer

New Technologies Resource Centre for Teachers

The ORT Trust is an independent, charitable organisation dedicated to the enhancement of technical and vocational education in the U.K.

The Trust recently launched a project to create a Resource Centre in new technologies for teachers. Its aim will be to assist teachers with the introduction of computers, communication, automation etc. into the school curriculum.

The successful candidate will be committed to curriculum development in general and its technological aspects in particular. His/her primary responsibility will be the provision of in-service training courses for teachers and in co-operation with existing ORT staff, the preparation of the necessary courseware and hardware.

He/She is likely to be a graduate in a scientific or technological discipline with proven experience of computer education. A clear appreciation and understanding of the world of high technology is necessary and experience of teacher training, preparation of teaching resources or educational management are added recommendations.

Salary FE/HE Senior Lecturer Scale.

Detailed c.v., salary history, availability and telephone contact number to Mr Arthur Jones, ORT House, 3, Sumpster Close, Finchley Road, London NW3. 01-431 1333.

(17026)

Awards

The Leverhulme Trust

RESEARCH AWARDS ADVISORY COMMITTEE
INDIVIDUAL AWARDS FOR 1985

RESEARCH FELLOWSHIPS AND GRANTS

Awards of up to £5,000 to senior persons pursuing their own investigations (but not for higher degrees or equivalent).

Awards payable for 3 months to 2 years. No subject of enquiry excluded. Applicants must have been educated in the U.K. or other part of the Commonwealth and be normally resident in the U.K.

Application form F2C. Closing date Tuesday, 13th November 1984.

EMERITUS FELLOWSHIPS

Awards of up to £4,000 a year for 1 or 2 years to persons who have recently reached or are about to reach retirement age to enable them to continue research. Persons with an established record of research who have retired early may also be considered.

Applicants must have held academic positions in universities or other institutions of higher status in the U.K.

Application form F2C. Closing date Friday, 30th November 1984.

Applications on the appropriate form must be in the hands of the Secretary not later than the date specified and cannot be considered if arriving after that date. Application forms and further information from The Secretary, Research Awards Advisory Committee, The Leverhulme Trust, 25-29 New Peter Lane, London EC4A 3NR. Telephone 01-822 6952.

Llyfrgell Genedlaethol
Cymru
The National Library of Wales

THE LEGONNA
OBELIC RESEARCH
PRIZE

The National Library of Wales invites suitable candidates to submit a thesis or essay of other work for consideration for the Legonna Obelic Research Prize. The prize is awarded annually to the author of the best thesis or essay on a subject related to the history, language, literature, or culture of Wales. The prize is £1,000. The closing date for submissions is 1st November 1984. Further particulars are available from the National Library of Wales, 10, Colwyn Avenue, Colwyn Bay, LL29 9AT. Tel: 0480 811111.

All advertisements are subject to the conditions of Times Newspapers Ltd, copies of which are available on request.

Overseas



AUSTRALIA

THE UNIVERSITY OF WOLLONGONG

Equality of employment opportunity is University policy.

Applications are invited from suitably qualified and experienced persons for the following positions. The main areas of desired expertise for each position are indicated. The University reserves the right to fill any advertised position by invitation.

DEPARTMENT OF ACCOUNTANCY
AND LEGAL STUDIES

LECTURERS OR SENIOR LECTURERS —

2 positions Tenurable or Limited Term 4 years.

LECTURER — 1 position Limited Term 4 years.

ACCOUNTING — any area, preferably

information systems or financial accounting.

(Position Reference A1)

LEGAL STUDIES — law (Australian Legal

System); contracts; partnership and company; insolvency;

consumer protection; trade practices; taxation and

revenue; employment; labour relations

(Position Reference A2)

SALARY FE/HE Senior Lecturer Scale.

Detailed c.v., salary history, availability and telephone

contact number to Mr Arthur Jones, ORT House,

3, Sumpster Close, Finchley Road, London NW3.

01-431 1333.

(17026)

DEPARTMENT OF CHEMISTRY

LECTURERS — 2 positions Tenurable or Limited Term

4 years.

LECTURERS — 2 positions Limited Term 4 years.

Organic chemistry (Position Reference C1)

Analytical chemistry (Position Reference C2)

Any area of chemistry (Position Reference C3)

Any area of Chemistry (Position Reference C3)

DEPARTMENT OF CIVIL & MINING ENGINEERING

LECTURER OR SENIOR LECTURER — 1 position

Tenurable or Limited Term 4 years.

Research and engineering practice of underground and/or

surface mining. (Position Reference E1)

LECTURER — 1 position Tenurable or Limited Term 4

years.

Industrial and academic experience in coal and metal

mining. (Position Reference E2)

CIVIL ENGINEERING

LECTURER — 1 position Tenurable or Limited Term 4 years

Contemporary civil engineering practice. (Position Reference E3)

DEPARTMENT OF ECONOMICS

LECTURER — 1 position Limited Term 4 years.

Econometrics with either macroeconomics or

microeconomics. (Position Reference E4)

DEPARTMENT OF ELECTRICAL & COMPUTER ENGINEERING

LECTURERS — 2 positions Tenurable or Limited Term

4 years.

LECTURERS — 2 positions Limited Term 4 years.

Robotics; control systems; computer aided engineering;

computer engineering; microprocessor applications;

V.L.S.I. design; microwave imaging; antenna arrays;

communications; power electronics; machines and

electrostatics. (Position Reference EE1)

DEPARTMENT OF ENGLISH LITERATURE & DRAMA

LECTURER — 1 position Limited Term 4 years.

Screen studies and screen theory with experience in film

making and grounding in English Literature Studies

(emphasis on dramatic repertoire and text-to-performance

studies) (Position Reference EL1)

SCHOOL OF HEALTH SCIENCES

PRINCIPAL LECTURER — 1 position Tenured.

Human Movement Sciences, including such aspects as

Exercise Science or Recreation. (Position Reference HS1)

DEPARTMENT OF HISTORY & PHILOSOPHY OF SCIENCE

LECTURER — 1 position Limited Term 4 years.

Social history of science and technology in the nineteenth

and twentieth centuries with an attendant background in

economic and social history; the sociology of scientific

knowledge; economics of technology; or appropriate areas

of political science. (Position Reference HPS1)

SCHOOL OF INDUSTRIAL & ADMINISTRATIVE STUDIES
COMPUTER APPLICATIONS/
INFORMATION SYSTEMS

LECTURERS (I, II or III) — 2 positions Tenured or

Limited Term 4 years.

Computer based on-line systems; management or data

base information systems; distributed network systems;

office automation systems. (Position Reference IAS1)

INDUSTRIAL WASTE/
OCCUPATIONAL HEALTH
& HAZARDS CONTROL

LECTURER (I, II or III) — 1 position Limited Term 4

years.

Industrial waste; occupational injury and disease; physical,

chemical and biological hazards in the workplace. (Position Reference IAS2)

DEPARTMENT OF MATHEMATICS

LECTURER OR SENIOR LECTURER

— 1 position Tenurable or Limited Term 4 years.

LECTURER — 1 position Tenurable or Limited Term 4

years.

LECTURERS — 2 positions Limited Term 4 years.

Applied Mathematics (Position Reference M1)

Pure Mathematics (Position Reference M2)

Statistics (Position Reference M3)

DEPARTMENT OF MECHANICAL ENGINEERING

LECTURERS — 2 positions Tenurable or Limited Term

4 years.

LECTURER — 1 position Limited Term 4 years.

Thermodynamics; control and systems engineering;

manufacturing and production technology; materials

handling; mechanics of solids. (Position Reference ME4)

DEPARTMENT OF PHYSICS

LECTURER — 1 position Tenurable or Limited Term 4

years.

Astrophysics; optical astronomy; solid state optical

spectroscopy or theoretical solid state physics and

possibly optical molecular spectroscopy. (Position Reference P1)

DEPARTMENT OF PSYCHOLOGY

LECTURER OR SENIOR LECTURER

— 1 position Tenurable or Limited Term 4 years.

LECTURER — 1 position Limited Term 4 years.

Quantitative, cognitive and/or social psychology. (Position Reference PSY1)

Further information on the above positions and details of

the conditions of appointment are available from Mr. Ross

Walker (042) 27 0934.

Candidates should specify whether the application is for a

tenurable position or a limited term position. Applicants for

the former position should state whether, if they are

unsuccessful in that position, they wish to be considered

for the latter position. Persons able to obtain

leave of absence from current employment are invited to

apply. Candidates should also specify the level for which

the application is made. The University would normally

make an appointment at Senior Lecturer level only if no

suitable appointment could be made at Lecturer level.

Fares to Wollongong for an appointee and dependants and

a relocation allowance are payable. The University may

consider contributing to the cost of repatriation fares on

conclusion of a Limited Term appointment.

Salary ranges:

Principal Lecturer \$44,929 per annum

Senior Lecturer \$43,331-\$43,887 per annum

Lecturer \$42,490-\$42,634 per annum

Lecturer I \$42,973-\$42,834 per annum

Lecturer II \$42,490-\$42,845 per annum

Lecturer III \$42,141-\$42,452 per annum

Applications, containing full details of qualifications,

employment history, research interests, publications list,

and the names and addresses of three referees, should

reach the University Secretary, The University of

Wollongong, P.O. Box 1144, Wollongong, N.S.W. 2500,

Australia, by 18th November, 1984. Please quote

Position Reference number of position for which

application is made. Please mark envelope 'Confidential'.

Appointment.

Overseas

SINGAPORE
POLYTECHNIC

The Singapore Polytechnic is a technical institution financed by the Government of Singapore and responsible for the training of technician engineers. It has a full-time academic staff of 800 and an enrolment of 7,800 full-time and 8,000 part-time students. The medium of instruction is English.

The institution is gearing its curriculum to meet the country's industrial and technological advance. The high demand for technician manpower has resulted in a five year expansion and upgrading program in which existing courses will be upgraded and new ones introduced. This expansion is expected to cost a sum of \$8173 million.

If you have the expertise and experience we are seeking and can contribute to the successful implementation of our programme - now approaching its fourth year - we invite you to apply to join our team of professionals in one of the following positions:

PRINCIPAL LECTURER: S\$74,100 - 90,900 p.a.

SENIOR LECTURER: S\$59,800 - 65,800 p.a.

LECTURER: S\$23,900 - 62,000 p.a.

Exchange rate, Sep 84, £1 = S\$2.75

Point of entry into any of the above salary ranges will depend on qualifications and experience. Applicants for Principal Lectureship should have ten (10) years' experience in a teaching or industrial environment and those for Senior Lectureship should have eight (8) years' experience. Applicants for the post of Lecturer should have a minimum of two (2) years' experience.

QUALIFICATIONS & EXPERIENCE

(A) Civil Engg & Building Dept

A degree or professional qualification in ARCHITECTURE, BUILDING, QUANTITY SURVEYING or LAND SURVEYING. Preference will be given to those who have knowledge in computer application relevant to these courses.

(B) Electronics & Communication Engg Dept

A degree or professional qualification in Electronics Engineering with emphasis in any one of the fields:

(i) Telecommunication Engineering

(ii) Digital Instrumentation & Control

(iii) Computer Engineering

(C) Maths & Science Dept

A good honours degree in Mathematics, Physics or Computer Science. Applicants should be able to teach Engineering Mathematics and one of the following subjects:

(i) Computer Programming

(ii) Engineering Science

(iii) Statistics

(D) Mechanical & Production Engg Dept

A degree or professional qualification in Mechanical Engineering, Production Engineering or Manufacturing Engineering. Preference will be given to those with ability to teach Tool and Die Design, Computer Numerical Control, Machine Tool Manufacturing, Manufacturing Processes, CAD/CAM, Instrumentation & Control Engineering, Engineering Design, Industrial Automation and Combustion Engines.

Preference will be given to applicants with relevant teaching and industrial experience.

TERMS & CONDITIONS OF SERVICE

Singaporeans and Malaysians will be offered appointment on LOCAL terms. Other expatriates will be appointed on contracts of 2 or 3 years' duration. Vacation leave and subsidised medical/dental benefits are provided. Under the Singapore Central Provident Fund Scheme, a staff member contributes at the current rate of 35% of his gross salary subject to a maximum of S\$1950/- per month and the institution will contribute an equivalent amount towards the Fund. The sum standing to the staff member's credit in the Fund is tax free and may be withdrawn when he leaves Singapore/Malaysia permanently. In addition to the above, a contract officer will receive free air passages for himself, his spouse and up to 3 children under 18 years of age. Baggage allowance, children's education allowance, accommodation at subsidised rentals will also be provided.

APPLICATIONS

Interested persons should write to: Head (Personnel), Singapore Polytechnic, 60 Singapore High Commission, 8 Chisham Street London E.W.1. UNITED KINGDOM

giving their curriculum vitae, home telephone number, subjects they are able to teach, names and addresses of two referees. The closing date for receipt of applications is Fri. 2nd Nov. 1984.

University of
Alberta

Department of English
TENURABLE
VACANCY
ASSISTANT
PROFESSOR

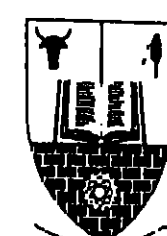
Subject to budgetary approval, the Department of English of the University of Alberta intends to appoint a tenurable position on a full-time basis. The successful candidate should have a Ph.D. and must have a strong specialization in the field of English literature. The successful candidate should also have a strong commitment to teaching and research. The starting salary for an Assistant Professor in 1984-85 is \$28,720.

University of
Pretoria
Natal
Department of Economics
LECTURER
IN ECONOMICS

The University of Pretoria, Natal, is seeking a Lecturer in Economics. The successful candidate should have a Ph.D. and must have a strong specialization in the field of Economics. The successful candidate should also have a strong commitment to teaching and research. The starting salary for a Lecturer in 1984-85 is \$28,720.

Applications, containing full details of qualifications, employment history, research interests, publications list, and the names and addresses of three referees, should reach the University Secretary, The University of Pretoria, P.O. Box 1144, Wollongong, N.S.W. 2500, Australia, by 18th November, 1984. Please quote Position Reference number of position for which application is made. Please mark envelope 'Confidential'.

Appointment.



University of
Botswana

The University of Botswana invites applications for the post of Professor/Senior Lecturer in the Department of Theology/Religious Studies available in the beginning of 1985/86 Academic Year. A successful applicant should have Ph.D or M.A. or M.Th in Theology/Religious Studies. Specialization in biblical studies and/or comparative Religion will be a requirement. He/She will be expected to lecture at post-graduate, undergraduate and diploma levels, do research and supervise students at all those three levels. Relevant administrative experience will be an advantage.

SALARY: SENIOR LECTURER P15804-P18072 p.a.
PROFESSOR P18072-P20892

BENEFITS: With contract addition of 30% and gratuity of 25%.
Education allowance for school going children.

Applications with names of three referees should reach:

The Assistant Registrar (Staffing)
University of Botswana
Private Bag 0022
Gaborone
Botswana

BY: 31st October 1984. (16994)

University of
Toronto
Modern Chinese History
The Department of History
at the University of Toronto
invites applications for a
TENURE-STREAM
APPOINTMENT,
RANK OPEN,
IN MODERN CHINESE
HISTORY

(1600 to the present)
Applicants must have a Ph.D. preferably with teaching experience and a record of achievement in research and publication. The successful candidate will be expected to teach general courses in East Asian history and to mount a specialized seminar dealing with 19th and 20th century China for advanced undergraduate and graduate students. Rank and salary will be commensurate with qualifications and experience. The appointment is subject to budgetary approval.

Circumstances allowing, the appointment will be made for 1 July, 1985. Closing date for applications is 1 January, 1985.

Send curriculum vitae and/or dossier and ask three referees to write on your behalf to Professor Paul Rutherford, Chairman, Department of History, University of Toronto, Toronto, Ontario, Canada M5S 1A1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. (54078) H13

TEACHER EXCHANGE - U.S. Professor in an Early Childhood Education Teacher Training Program wishes exchange with British counterpart or classroom teacher of 1985 school year. Minimum requirement: B.A. and 2 years teaching. Contact: Florence Munus, Oakton College, 1000 N. Oakton College, Fairfax, Virginia 22031, U.S.A. (54048) H13

UNITED STATES. Academic positions at universities, colleges and other institutions of higher and further education are regularly available in most subject areas. For information on such positions, write to Overseas Academic Opportunities, 845 East 58th Street, Brooklyn, New York 11216. H13 (53569)

UNIVERSITY OF CAPE TOWN

Lectureship In
Portuguese

Applications are invited for the above post, vacant from 1 January 1985. Candidates preferably should be Portuguese nationals holding an appropriate degree from a Portuguese university, but all candidates will be considered on merit. Proficiency in English is a requirement.

Appointment on a contract basis for an initial period of up to five years, will be made, according to qualifications and experience on the salary scale R12 857 x 780 - R16 857 x 936 - R22 173 per annum plus a pensionable allowance of 12% of the basic salary, with an annual bonus of nearly one month's salary and attractive staff benefits. Salary reviews are expected shortly.

Applicants should submit a full curriculum vitae and the names and addresses of three referees not later than 18 December 1984 to the Registrar, (Attention: Appointments Office), E/4915, University of Cape Town, Private Bag, Rondebosch, 7700, South Africa. Further information may be obtained from the Registrar or The Secretary, SA Universities Office, Chichester House, 278 High Holborn, London WC1V 7HE.

The University's policy is not to discriminate on the grounds of sex, race or religion. Further information on the implementation of this policy is obtainable on request.

FSR 0741

UNIVERSITY OF CAPE TOWN

Chair of French
Language and
Literature

Applications are invited for the above Chair, vacant from 1 January 1985, from candidates who have a proven record of achievement in teaching and research, and are capable of providing academic leadership.

Appointment will be made according to qualifications and experience in the salary range of R23 108 - 24 045 x 1035 - 30 255 per annum plus a pensionable allowance of 12% of the basic salary, with an annual bonus of nearly one month's salary and attractive staff benefits. Salary reviews are expected shortly.

Applicants should submit a full curriculum vitae and the names and addresses of three referees not later than 31 December 1984 to the Registrar, (Attention: Appointments Office), Ref. E/4914, University of Cape Town, Private Bag, Rondebosch, 7700, South Africa. Further information may be obtained from the Registrar